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ABSTRACT

This progress report of the Head Start program in three sample communities in Kansas--Kansas City, Topeka, and Lawrence--contains 1968-1969 data. There are 11 classes in the sample, with 137 eligible children (68 females and 69 males; 81 Negroes; 15 Mexican American, 40 Caucasian, and 1 Other); 46 of the children were under 48 months; 48 were 49 to 53 months; 36 were 54-58 months; and 7 were 59 months and over. Statistical analyses of common core instruments (Stanford Binet, Gumgookie, PSI, Animal House) are presented in tables. Pearson correlations for the total sample given all four pre- and post-test measures are provided, as is an analysis of factors affecting pre-Binet test performance. In addition, an Estimate of Child's Standing in Class upon School Entrance, Parent Opinions, and an Educational Attitude Survey are tabulated. Guidelines are given for evaluating Head Start children. Steps used to train and develop the evaluation staff are outlined. The final section of the document is a critique of the evaluation instruments used in the program. (DB)

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ED 070530

PROGRESS REPORT #4

AUGUST 1969

FILMED FROM BEST AVAILABLE COPY

SUMMARY OF 1968 - 1969 DATA

UNIVERSITY OF KANSAS
HEAD START EVALUATION AND RESEARCH CENTER

RUSSELL M. TYLER, DIRECTOR

PS 006227

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I

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II

DESCRIPTION OF SAMPLE COMMUNITIES

KANSAS CITY

The Kansas City metropolitan area, including some one and one-quarter million persons, sprawls over a two-state area of about three hundred square miles around a focal point at the junction of the Missouri and Kansas Rivers. Kansas City, Missouri and its suburbs on the Missouri side account for approximately 850,000 of the metropolitan population while its smaller sister city (Kansas City, Kansas) and the communities of the rapidly expanding northeast Johnson County, Kansas comprise the remainder of the metropolitan total. Although none of the research for the 1968-69 National Evaluation was conducted in Missouri or Johnson County, a community description of Kansas City, Kansas (population 175,000) cannot be divorced from the rest of the metropolitan area. The economic functions of Kansas City, Kansas are so enmeshed with the whole of the urban complex that an incomplete picture would result by such an omission.

Population densities within Kansas City and its suburbs vary drastically from the core to the periphery of the city. Within the limits of Kansas City, Kansas densities range from 1,000 to 3,000 per square mile in the western sector of the city to upwards of 10,000 in the east nearest Missouri. A pattern is evident on any street or population density map of Kansas City, Kansas which illustrates a sharp break between rather high and very low urban densities. The region within the high density section is surprisingly coincidental with the coverage of the Head Start Program.

The Kansas City economy has a wide base of transportation, finance, industry and commerce. The area is a rapidly expanding air communications center with the development of Mid-Continent International Airport. It has always been one of the nation's largest rail centers as the meeting point for eastern and western lines. The Argentine switching yards are among the most extensive installations of their kind in the world. Kansas City is also the intersection of two interstate highways and many lesser federal and state routes. It is not surprising that it is the home of many coast-to-coast trucking firms. The city has developed a rather large internal freeway net within the last fifteen years comparable to most other cities of similar size. Even barge traffic down the Missouri River to St. Louis is an important facet of transportation.

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The broad industrial base of Kansas City employs many thousands of workers and administrators. Due to theimmense size of the area, an itemized account of individual firms is prohibitive; however, there are dominant types of industry which can be mentioned. The city is the site of the greatest winter wheat market in the United States. Meat-packing and the adjacent stockyards, flour milling and other food processing industries are of prime importance to the economy. Other industries include: auto fabrication plants, atomic energy and electronic corporations, steel milling, pharmaceutical and agricultural-chemical operations, farm implement production, warehousing, and a host of smaller specialized industries.

Kansas City has many large shopping centers, particularly to the south and west and now in Independence and Raytown, Missouri to the east. The

Country Club Plaza is perhaps one of the most unique and complete shopping districts anywhere. It possesses a range of stores surpassing the whole business communities of many smaller cities. Although downtown Kansas City, Missouri still has many large retail stores, it is slowly developing as a financial and corporation office district. Kansas City functions as the seat of the federal reserve district for much of the Great Plains and Rocky Mountains and has emerged as one of the important banking cities in the Midwest.

Kansas City, Kansas is largely an industrial section of the metropolitan area. The Fairfax Industrial District and Airport is composed of a one square mile parcel of large buildings renting small areas to tiny industrial concerns of a wide variety. The whole complex is extremely important to the city's economy. Another important facet to the Kansas side economy is the railroad yards which employ many people from the inner city. Meat packaging is another industry which plays a particularly large role in the Kansas City, Kansas economy. Other industries include bakery products, butter, soap, oil, and grain storage and milling.

Overshadowed by the commercial and financial institutions on the Missouri side, Kansas City, Kansas has never developed much in the way of a retail store base. Downtown Kansas City, Kansas, located but two miles from the core of Kansas City, Missouri displays an array of stores and shops of less variety and magnitude than most cities of 175,000. Only within the past several years have shopping centers of any size developed in the western fringe of the city.

There are forty-five institutions of higher learning with enrollment exceeding 60,000 students. Included among these are Central Baptist Theological Seminary, Donnelly College, St. Augustine Seminary, Community Junior College, Our Savior of the World Catholic Seminary, State School for the Blind and seventeen senior and junior high schools. Plans for a completely new community junior college campus and new Area Vocational Technical School facilities for Kansas City, Kansas are now off the drawing board and are soon to become a reality.

Forty-six parks within the county provide 2,500 acres for recreation. Boating, fishing, hiking, camping, bridle paths and ice skating in winter are available at five county parks nearby. Largest of these is Wyandotte County Lake and Park on 1,500 acres just northwest of the city on Highway K-5. The lake covers three hundred acres.

On the fringe of the city is the Agricultural Hall of Fame and National Center. The Agricultural Hall is a federally chartered nonprofit institution privately supported by individuals and individual firms. The Agricultural Hall of Fame memorializes the great leaders of American agriculture. The Center is a comprehensive display of the story and artifacts of agriculture with museum pieces and working models of farm equipment and the power machines that have mechanized farming. Also planned on the 275 acres are an amphitheatre, a turn of the century country town, an Indian village, nature trails, wildlife area, an ultra modern farmstead and a farmstead of the 1920's.

The Kansas City, Kansas Head Start program has six centers located in churches around the city serving approximately four hundred children and their families. The churches are centrally located for the children who attend and generally are not more than a mile from their homes. These facilities range from large, well-lighted rooms to smaller quarters that restrict the children's play areas. None of these churches have an outdoor play area other than a parking lot. All of these churches are in-kind donations by the congregations while the Head Start budget pays for the utilities and janitor service. Four hundred and fifty children are presently enrolled in these six centers and a similar number have been enrolled during the past two years.

Of the total Head Start staff of seventy-two members, thirty are from lower class neighborhoods. And out of twenty-eight aides, twenty-two have completed thirteen hours in a supplementary training program at Donnelly College. These aides have taken courses in both child development and other liberal arts disciplines. The teachers are rated according to the number of hours they have completed in college. A Teacher I rating is given to those who have between thirty and one hundred hours. A Teacher II rating goes to those who have a bachelors degree or more. There is a relatively low staff turnover in this program. Out of thirty aides (twenty-eight teacher aides and two lunch aides) only three left during the past year, only five of the twenty-seven teachers had to be replaced.

At the end of each semester the development coordinator meets with each individual in the program to evaluate his or her experience and to give suggestions for improvement. During the semester all the staff in the program meet every other week for evaluation and discussion of their programs. Then within each center the staff meet every week for curriculum evaluation and planning.

The program retains the services of a number of professional consultants. The list includes the following: psychologist, social worker, director of medical services, nurses, local dentists (as needed), home economist, director of volunteer services and director of education. These consultants had varying amounts of contact with the children. The nurses had contact every day, the social workers had a little contact with children, but more with the parents, and the other consulting staff had contact as the need arose. All of these consultants were paid and under the supervision of the Head Start program director, Mr. Payne.

The Kansas City, Kansas Head Start program records the total number of volunteer hours contributed. On this record for the past month (July) they have 1,707 hours spent in classrooms and 602 hours spent in special projects. The director estimated that this represents a typical amount of volunteer time.

The program recruits its volunteers and aides primarily from mothers of Head Start children. The balance are recruited from the community at large. The other staff members are recruited wherever they can be found. The aides are paid from $1.60 to $1.70 per hour. Teachers with thirty to one hundred hours in college made from $1.75 to $2.50 per hour. Those

holding degrees not directly related to child development are paid $526 per month while those with directly related degrees make $631 per month.

Parents are included in the program in a number of ways. 1) The teachers are required to spend five hours a week visiting in homes. 2) Parent education instructors have been hired for full time work with the parents training them in the numerous ways they can help both themselves and continue the experiences their Head Start children have had. 3) The parent advisory board which is made up of all parents elects a chairman and co-chairman who serve without remuneration. The board sits with the central advisory board in policy making meetings and is involved in any decisions made. It is also responsible for organizing committees. Two of these committees that are most important is the one that recommends who should be hired and the one that handles grievances. In general the parent advisory board functions to help the director administer the program smoothly and to give the parents a voice that will be heard.

The coordination and development center in Kansas City is directly responsible for recruiting children for the Head Start program. They receive assistance from the local CAP agency and public schools but they are the ones who must assign areas and compile lists of prospective children. Most of the recruiting is done during the summer months while a lesser share is accomplished throughout the year as well. Approximately 85 percent to ninety percent of the eligible pupils are actually enrolled in the Head Start program. For this next year 450 out of a total of 550-600 four year olds have been enrolled.

In the Kansas City, Kansas area there is no Follow-up program. Thus children who "graduate" from Head Start are put into Kindergarten. None are placed in first grade directly out of Head Start.

Children who are enrolled in Head Start come from families which fall within national guidelines for poverty. They are taken to school and returned by school buses. The children are at the center approximately three hours in either the morning or afternoon. Both groups of children are fed a box lunch at the same time. The lunches are prepared and delivered daily by a private catering firm in Kansas City. These meals are served for lunch. In addition the children have one snack of juice and cookies. The children attending the morning sessions have the snack shortly after their arrival. The afternoon groups have a snack just before going home.

The funding agency for Head Start in Kansas City, Kansas is the Economic Opportunity Foundation while the delegating agency is the Unified School District #500 of Kansas City, Kansas. The funding date is 1 April 1969. The annual budget is $584,685 in federal funds and $153,092 in-kind contributions by the community. The federal funds breakdown is as follows: salaries and medical, dental and social services is $431,855, supplies and equipment $24,707, facilities are an in-kind contribution by the churches, food, utilities and other expenses are $80,808 and transportation is $47,235.

TOPEKA

Topeka, the state capitol of Kansas, is a city of 150,000 located sixty miles west of Kansas City. The city has recently begun to develop suburban residential areas accounting for another ten to fifteen thousand persons in the metropolitan area. Growth of the city has been decisively to the south and west leaving the limits of east Topeka virtually unchanged for a decade or more.

The regions of Head Start concentration in Topeka are located in the east-central part of the city and north of the Kansas River. Although participating families do not live exclusively in these areas, all five centers are located within these areas of higher population density.

Topeka's population has grown from 78,000 in 1950 to more than double that figure today largely due to industrial expansion and to the increase in state government agencies requiring additional personnel. The state of Kansas is the largest employer in Topeka; the capitol and state office building complex alone houses several thousand employees. Various other agencies dispersed throughout the city add to the state total. Job opportunities with the state create an attraction for bringing new people into the area.

Many persons are also employed by local private concerns. The largest industrial plant is the Goodyear Tire and Rubber Company north of the city which employs a huge work force of almost 3,000 persons. Goodyear bolsters the economy of all Topeka but particularly the area north of the river. Other large industrial concerns are the Du Pont Company, makers of film products and cellophane; the Fleming Company, a major midwest food distributor; the Santa Fe Railroad Company which manufactures railroad freight cars; and the central plant of the Kansas Power and Light Company. There are many other smaller firms fabricating all types of products from flour to iron and steel items. The city also benefits from the proximity of Forbes Air Base located one mile south of the city.

Functioning as the state capitol, Topeka, therefore, is the central office location for many private Kansas corporations. The downtown area has witnessed a striking increase in office space during the last ten years in order to house the needs. Southwestern Bell Telephone Company maintains a large work force downtown. Conventions are also possible in the Municipal Auditorium and their decision to locate in Topeka is often a result of its status as state capitol. Banking is also stimulated in Topeka as a result of deposits from all the state agencies.

Extensive commercial activity in Topeka is confined to the downtown area and two regional shopping centers, one of which is located in an enclosed mall. In addition, there are ten or more shopping centers which have sprung up along various transportation arteries. The commercial activity in Topeka is excellent for a city of 150,000.

Topeka has always been a fairly important rail center although now the creation of the interstate road system and the Kansas Turnpike have

made highway trucking equally if not more important. Air traffic in Topeka is very limited as the city is in the shadow of a major international airport sixty-five miles east at Kansas City, Missouri. Topeka is served by Santa Fe, Union Pacific, Rock Island and Missouri Pacific Railroads, as well as Frontier Airlines and several charter air lines.

The city of Topeka possesses a diverse range of cultural institutions. One of the foremost installations is the new Fine Arts Center on the Washburn University campus which houses all the music, drama and art facilities of the University as well as the Mulvane Art Museum, an auditorium and a theatre in the round.

Topeka offers several outstanding theatre groups: the Broadway Theatre League, the Civic Theatre, the Summer Theatre and the Dale Easton Players. The city also maintains a civic symphony orchestra which performs in the new Fine Arts Center. Each year the Mulvane Art Center holds an art fair exhibiting student and local arts and crafts. The Civic Center Art Gallery is one of many places in which local artists may regularly display and sell their work. The Menninger Foundation has a gallery on its west campus which exhibits the patients arts and crafts. Of interest to visitors and citizens alike is the State House with its famous David H. Overmeyer and John Stewart Curry murals and many lovely chambers. White Lakes, an enclosed shopping center, holds frequent exhibits of the local and state artists.

There are three major libraries in Topeka. The city library in the central west portion of Topeka is a 200,000 volume facility dispensing art and films and operating a book mobile. The Morgan Hall library on the Washburn University campus is geared towards higher academic study but is open to the public. There is also a law library connected with the Washburn University Law School. The state library in the capitol building houses several extensive collections including state legal documents. The Stormont Medical Library located in the Stormont-Vail Hospital houses an excellent medical library and documents.

The Historical Society of Kansas operates a five story museum in downtown Topeka. Its displays and galleries are oriented towards the historical development of the state and specializes in Indian and western history exhibits and newspaper documents. It houses the State's official archives and geneology department.

The public school system in conjunction with Washburn University operates an Educational TV station, KTWU. It presents shows of local interest and is also a member of the National Educational Television Network. Daytime programming is planned for in class viewing. Topeka also has two other television stations, WIBW and KTSB, and four radio stations, two of which are AM-FM.

The Municipal Auditorium which seats over 4,000 has facilities for conventions, concerts and plays in all accommodating 7,24 persons.

Washburn University, a municipal university has an enrollment of 6,000 and offers under graduate degrees in Education, Liberal Arts and Sciences, and Graduate degrees in Law and Education. Amost totally

destroyed by a tornado in 1967 the entire campus boasts a new face with its 3.3 million dollar fine arts building, a new law school building and a new communications building. The Science building has both a fine telescope and planetarium, Washburn is the only institution in Kansas possessing both.

Topeka has many large city parks, many of which are equipped with swimming pools, tennis courts, baseball fields and picnic shelter houses. Gage Park in west Topeka, covering twenty acres also houses the modern Topeka Zoo which includes over four hundred animals of more than 175 different species.

Topeka operates a year-round recreation and instruction program through its city parks. During the summer months cosmopolitan baseball, tennis tournaments, and swimming meets plan an important part in the lives of Topeka youth. The supervised day camp program in the city parks offers diverse activities including handicrafts, team sports, drama, dancing and special trips. The winter recreation program offers ice skating and inner city basketball. Classes in handicrafts, dancing and singing are offered year-round.

Another popular spot is Lake Shawnee where people can enjoy sailing, speed boating, skiing, fishing, camping, picnicing, swimming and horseback riding. Topeka has three private golf courses and two public courses. A new public golf course is under construction.

Topeka has the mayor - commission form of government whose elected members serve two year terms. The Topeka Police Department has 153 regular officers and 43 reserve officers. The Fire Department is staffed by a force of 192 full-time employees working out of ten stations. The recently constructed Fire Academy is recognized as one of the finest training centers in the United States.

The city has seven hospitals. One hospital maintains a training school for registered nurses, one maintains a training school for x-ray technicians, and a training program is available for practical nurses at the new Kaw Area Vocational Technical School. Topeka hospital facilities also include complete clinical and bacteriological laboratories.

Topeka is the home of the Menninger Foundation, internationally famous psychiatric treatment center, a non-profit research center for research and professional education, treatment and prevention in psychiatry.

The Kansas Neurological Institute, a state supported institute for the treatment and care of neurological diseases of children is also located in Topeka.

The Capper Foundation for Crippled Children is a non-profit charitable organization for preschool through high school children. This school provides physical therapy for handicapped and physically limited children. The foundation also offers occupational therapy and speech therapy.

Located northwest of Topeka, the Industrial School for Boys is an institution for the treatment and rehabilitation of delinquent boys. The main campus, 135 acres, includes nine cottages, staff housing, an academic school, vocational shops, administration building and several recreational areas which include a football field, baseball diamond and swimming pool.

The Topeka Public School system is composed of thirty-four elementary schools, eleven junior high schools, three high schools, an area vocational-technical school and Washburn University. In addition to the Public School system, there are nine parochial elementary schools, two Catholic high schools, plus private, special preschools, nurseries, rehabilitation of the handicapped and the Menninger Foundation School.

The Head Start program in Topeka is operated through an OEO grant to the Topeka Board of Education. The Head Start classes are held in the public schools of Topeka and are located in Parkdale, Lafayette, Grant, Quincy and Monroe primary schools. The research staff worked in the classes of Monroe and Qunicy.

Monroe school is located in the central eastern part of Topeka in a low income area which is still rebuilding after the serious damage caused by the 1967 tornado. The school is a two story brick building surrounded by a fenced in gravel playground with access to a baseball field and park across the street. The school has an auditorium, also used as a cafeteria, a library, nurse's room, administrative offices and an audio visual room. The Head Start class primarily uses one classroom plus the cafeteria and playground.

Quincy School is located in north Topeka in a moderately low income area. It is a relatively new modern building with an auditorium which is also used as the cafeteria. A bomb shelter under the auditorium is used by the Head Start class as a playroom in bad weather. The school is surrounded by a huge cement playground and banks on a large park and recreation center which the Head Start class uses frequently.

Rental to the public school system is paid through the Head Start budget. Both classes have the use of good playground equipment and very fine facilities within the school.building. General improvements of equipment and facilities are handled by the Public School system through the Board of Education. Special improvements and projects are done by the parents of the Hedd Start children who donate their time and effort for such projects as playhouses, doll corners and puppet stages.

Present in each class are one head teacher, one aide and usually a volunteer. The head teachers have been recruited from the Public School system. The aides are hired by regular means of job application. Various agencies and schools are notified of the need for teacher aides and those interested may apply.

There was an orientation program for all Head Start teachers and aides during the summer before classes convened during the summer before classes

convened in September. During the year the teaching staff participated in classes at the Menninger Foundation and the aides attended classes in child and career development at the Neighborhood Houses, OEO sponsored community development projects.

The staff at both schools is very stable. The teacher's salary is based on the Board of Education standards. The base is $6,300 with raises contingent on graduate credit and years of teaching experience. The director, who oversees all the Head Start programs in Topeka and coordinates the consulting staff's schedule is also paid according to the Board's standards and varies according to qualification and experience. The present director's salary is over $10,000. The aides are paid $1.60 an hour for the first six months after which, if the aide has a high school degree or equivalent certificate, is paid $1.70 an hour and $.10 an hour more every year thereafter. Head Start through the Board of Education contracts and pays many consultants for its program. These include: a psychologist who talks with the children and parents regularly and works especially with children needing extra counsel; a nurse who regularly visits all schools; a dietician; a social worker who works mostly with the families and teachers; physicians and dentists who give physicals and check ups before the child enters Head Start and treatment throughout the year; and a speech therapist who works with the entire class and also individual children as necessary. The teacher visits the parents' homes frequently and is available one day a week at the school for conferences. The teachers and aides meet as necessary with the Head Start nurse, social worker or director to discuss problems in the class as they arise. There are no set staff meetings.

There exists in both classes a Parent's Advisory Council and a general parents group. The Advisory Council is very active and meets at least once a month to review procedure, give suggestions and discuss the budget. The general meetings, held less frequently, consist mainly of special programs. The social worker coordinates most of the parent' groups activities.

The Board of Education recruits children by articles in the paper during the summer months and at the kindergarten roundup in the spring. As mothers register children for school, they are informed of Head Start for their younger children. Head Start registration forms are sent to each school for distribution by the principal and his staff. The principal recommends children frequently. All the children who entered the Head Start class the fall of 1968 will enter kindergarten in the fall of 1969.

In Topeka the Board of Education is cooperating with the University of Chicago in a pilot project of Follow Through with a selected group of Head Start children. This year's Head Start children, rather than entering their regular kindergarten classes will enter this experimental class. It will also meet in the public schools, but the children will be separated from other age peers.

The Head Start classes serve the children in the area in which the schools are located. Any family meeting OEO economic standards can avail themselves of Head Start services. Those children not in the jurisdiction of a school with Head Start classes are transported by a bus or a taxi.

The children in Head Start, as do all the children in the public schools, partake in the hot lunch program. There is a dietician and staff in each school to prepare the meals. Snacks are also given the children in the late afternoon.

Field trips were occasional, mainly stressing educational places such as the TV station, Romper Room, vegetable farm, a hatchery, fire station, etc. Frequent trips to the parks and zoo provided variety in the children's schedule.

The yearly Head Start program is nine months with summer Head Start classes lasting three months. The classes meet for three hours a day including lunch.

The funding of the budget in Topeka operates from 1 November to 31 October. Head Start operates on a budget of $194,552, $144,225 represents the federal share and $50,327 is from the Board of Education.

$111,132	personnel
$ 6,912	contract and consultant fee
$ 18,809	travel for teachers home visits, social worker, children's transportation
$ 34,883	space cost, rentals for office and classroom
$ 2,138	consummable items
$ 2,778	rental and lease of equipment
$ 17,820	other, ie, children's meals, snacks, telephone

The welfare program of Topeka offers comprehensive assistance to indigent people. However, it not only provides financial aid, but a multitude of services. Some of these include services to unmarried mothers and adoptive home studies.

Federal welfare programs include: Aid to Dependent Children, Aid to the Disabled, Old Age Assistance, Aid to the Blind, Federal Day Care Funds, Child Welfare programs which include ADC and foster care. General Assistance to Needy Children offers aid to children who have been placed in foster homes and ADC offers assistance to children who have only one parent. Child welfare programs are provided through General Assistance, Needy Child funds, state boards and adoptive studies. Assistance to state wards comes both from the state and federal government. There exists a general assistance to families who need emergency aid and care before a federal program becomes available to them. General assistance also is available to people who fall in other categories and those who don't qualify for other welfare programs. Aid to Depandent Children of Unemployed Parents is another federal program which provides funds to the children of the family in which the male is employable but unemployed.

The Medical Assistance Program known as Title 19, provides complete or supplementary medical assistance to indigent families.

A Federal Housing Authority exists in Topeka. They have built two large apartment and duplex complexes for low income housing. A private low cost housing program, New Town Communities, have an agreement with the federal government that they rent to a certain percentage of welfare recipients. Having fulfilled this obligation the rent of the welfare recipient is then supplemented by the federal government.

There are a number of welfare programs available to Topeka citizens through the United Fund. Of particular interest is the Family Guidance Center sponsored by Topeka and Shawnee County. It's services include Day Care Center facilities, counseling service for couples and psychiatric counseling. The city-county Health Clinic offers a comprehensive service of free medical care to Topeka citizens and is staffed by Topeka physicians.

Topeka has several neighborhood houses, funded by OEO, which represent the community action aspect of the poverty program. These neighborhood houses are located in low income areas and thus are best able to grasp and deal with the needs and moods of that part of the community. They channel people to appropriate places to receive assistance and advice. Two of the neighborhood houses operate day care centers and all of them have special classes, tutoring services and recreation programs available.

The Community and Youth Project, a new and unique program defined and organized by a small group of professionals and backed by the federal government, involves work with a small sample of impoverished people in the east side of Topeka. This experimental project has been in operation for a year and a half and entails a comprehensive study of the people and their problems. The staff visited each family and encouraged them to come to the center for physical and psychological exams. Treatment of problems discovered through tests was then carried out by the staff which included a dentist, psychiatric consultant, social worker, physicians, caseworkers and specially trained workers from the neighborhood.

LAWRENCE

Lawrence, Kansas is a city of 38,000 permanent residents plus 17,000 students at the University of Kansas. It is located along Interstate Route #70 (the Kansas Turnpike) thirty-seven miles west of Kansas City and twenty-five miles east of Topeka. Part of the city lies in the Kansas River Valley while the University and west Lawrence sit two hundred feet above on and near Mt. Oread. The major portion of Lawrence is south of the river but several thousand people are located in North Lawrence.

Lawrence is presently one of the fastest growing communities in Kansas. It has added seventy-five percent of its 1950 population in the last twenty years. The growth can be almost totally attributed to the parallel growth of the University. As the institution increases its size, more personnel are needed in the community to maintain the additional demands placed upon the economy. Administrators and the professional staff, maintenance personnel, secretaries and others are required directly on campus. Increases in both groups of people benefit the population growth. Most citizens in Lawrence are at least indirectly involved with the University.

Beyond the heavy influence of Kansas University on the city's economic base, there are other means by which the area is stimulated. The Hallmark Greeting Card Plant employs a number of local citizens as does the Co-op Agricultural Fertilizer Corporation east of the city. Two of the most influential indistrial firms on the economy are located at some distance from the city. The Du Pont Chemical Plant in east Topeka hires many white collar workers from west Lawrence, about eighteen miles away. The Sunflower Army Ordinance Works, about twelve miles to the east employees many people in the manufacture of ammunitions and gunpowder.

Money also flows into the Lawrence economy through the city's function as an agricultural distribution center for a several county area. The retail store development in Lawrence is perhaps more extensive than that of a usual town of 40,000 due to the University and to the rather large surrounding trade territory. Stores and shops are also decidedly oriented to the younger consumer.

Transportation in Lawrence is under the heavy influence of Kansas City and neither rail transportation nor airline development has resulted in operations of any consequence to the city.

Lawrence has a city commission - city manager form of municipal government. The five city commissioners are elected by the voters of Lawrence. The Lawrence Fire Department has a staff of forty-five full-time firemen. The Lawrence Police Department has a staff of thirty-eight full-time officers.

Cultural opportunities are made available to the people of Lawrence both through the city and the University. The citizens of Lawrence may enjoy the pleasures found in adequately stocked libraries, varying art exhibits, music, drama and dance.

Each Spring the Lawrence Art Guild sponsors "Art in the Park", an outdoor exhibition of works by local amateur and professional artists. In addition, the Guild provides a monthly art exhibit in the Lawrence Public Library. The public may also view the work of local artists and craftsmen displayed in the Mall Shopping Center in the Spring. Recently several craft shops have been established in Lawrence. These shops provide another outlet for local craftsmen to display their works and sell them to the public. The University Student Union provides a changing exhibit to student and faculty art. The Museum of Art located on the University campus has a collection of 10,000 art objects valued at more than $2 million and carries on an active program of changing exhibits. Also on the campus is the Museum of Natural History where a panorama of North American mammals can be found. The collection is the most distinct and largest in the world. It shows North American mammals in their natural habitat from the Artic to the tropics. Archeological and anthropological exhibits, bird and reptile exhibits, and Indian relics can also be viewed at the museum. The entomological museum includes one of the largest insect collections in the nation, containing more than two million species and types of more than 5,800.

Theater is maintained at a high level at the University of Kansas. Murphy Hall contains modern theaters for the performing arts: the 1,188 seat University theater during the year presents five major productions of Broadway quality, including a musical and opera; the eighty-eight seat Experimental theater, five or more experimental productions; and the four hundred seat Swarthout Recital Hall, a variety of student and faculty recitals and concerts. Two plays for children are produced each year and children from the Lawrence Public Schools are bussed to special matinees.

The annual concert course brings a series of five or more varied professional musical events to the University. The Chamber Music Series brings four professional groups to the campus annually. In addition to the concerts made available through the University, the Lawrence radio station, KLWN, which is both AM and FM features recitals, live lectures of professors and visiting dignitaries and special programs brought to the Kansas University campus. The University maintains a fine arts educational radio station as well.

The University of Kansas Libraries operate through a main library and six major branch libraries plus the Kenneth Spencer Research Library on the Lawrence campus and the Clendening Medical Library at Kansas University Medical Center in Kansas City. Total holdings are 1,300,000 volumes and are increasing at the rate of 50,000 volumes a year. The Lawrence Library contains approximately 65,000 volumes - over 22,000 children's volumes and 42,000 adult volumes. The library offers several services such as books for loan, photo-copy service, record collection and inter-library loan service. Over one million books are avilable through the inter-library loan service. There exists a summer reading program for children and a story hour during the school year. The Bookmobile summer reading program offers a fun and varied playground activity to children in all parts of the city.

Recreational facilities include seven city parks, each equipped with a picnic area and playground apparatus. One of these includes a new pool. In addition there are three private pools. There are two public golf courses and one private course. Close to Lawrence there are two lakes where boating and fishing abound. Tennis and basketball courts are available both through the University and the city. There is a skating rink in Lawrence and three bowling alleys. A scout and 4-H program exist as well.

Lawrence offers competitive sports programs for elementary age through adults at their two community centers and neighborhood playgrounds. League baseball, sfotball, tennis, track and swimming are a few of the activities available to the public. The summer recreation program also includes classes in oil painting, water color, life drawing, creative dance, modern dance, sewing and weaving. Through the cooperative efforts of the Park and Recreation Department and the Public Schools a program of school building use for recreation purposes during the summer months was initiated this year. Now while children are attending the supervised school playgrounds, their mothers may enroll in one of the many recreation classes being offered within the building.

There are two hospitals in Lawrence. Lawrence Memorial Hospital serves the public and Watkins Hospital the University. Lawrence Memorial will soon have 190 beds. In addition there are seven nursing homes. Thirty-five physicians and surgeons and nineteen dentists are practicing in Lawrence. The Lawrence Public Health Department performs two functions: preventative medicine and environmental sanitation. The facilities available to the public are an immunization clinic, birth control clinic, tuberculosis, and VD treatment, well baby clinics, certain laboratory tests as provided by the state laboratory, and exams to certify freedom from communicable diseases.

Educational institutions in Lawrence include fifteen grade schools, four junior high, one senior high and one parochial grade school. Lawrence is also the site for Haskell Indian Institute. Haskell has provided vocational and academic opportunities for representatives of 126 tribes from thirty-six states. Haskell enrolls 1,080 students on its spacious 320 acre campus. There are over a hundred modern, well-equipped buildings including a library containing over 10,000 volumes and an athletic stadium seating 10,000. The University of Kansas is also located in Lawrence with an approximate enrollment of 17,000 students. The University of Kansas includes the schools of Architecture and Urban Design, Business, Engineering, Education, The College of Liberal Arts and Sciences, Fine Arts, Social Work, Religion, Journalism, Pharmacy, the Graduate School, Law School and Medical School.

The Ballard Community Center, located in North Lawrence, until recently was supported in part by the United Fund in Lawrence. Presently it is operating with the private contributions of citizens. The Center has a director, secretary and Board of Directors composed of citizens in the community. The Center concerns itself with the target area and the larger community. They serve as an effective vehicle for transmitting information ranging from legal aid to recreational opportunities. The

Center plays an active role in education, youth activities and job placement.

Housed in the Ballard Community Center are two morning Head Start classes funded by OEO and three afternoon Children's Hour classes supported by United Fund. The children in both programs come from similar socio-economic backgrounds but Children's Hour services children who do not comply with the OEO standards for Head Start. Neither program is funded or directed by the Ballard Center. The Ballard Center Head Start Program is a day care program (seventy-five percent of enrollees have working parents) and is located in the center core of the city in Plymouth Congregational Church. This program has a capacity of twenty-four children.

Across the street from the Community Children's Center is the Methodist Church which houses three half day nursery school groups serving sixty-four middle and upper class school children and the United Child Care Center for working parents with a capacity of thirty-eight children. A tuition of $17.50 a week is charged, however, Welfare funds are available for those unable to pay for this full day care program.

The Ballard Center is a two-story structure situated on a corner with a large play area to the southeast and a park equipped with playground apparatus to the south of the building. The Head Start classes frequently utilize these outdoor facilities. The physical plant of the Ballard Center includes two large playrooms, a kitchen and dining area, and two large bathrooms downstairs. It is primarily in this setting that the Head Start classes function. Upstairs holds a library, offices, large sewing room, pool and recreation room, kitchen and clothes storage room.

Present in each Head Start class are one teacher, one aide and a varied number of volunteers. There is usually a large turnover in positions other than the head teachers. The aides come from low income backgrounds. Volunteers are also recruited from low income areas and these are supplemented from interested citizens in all socio-economic groups. The teachers are recruited from qualified people in the community. The teachers receive a monthly salary of $334.38. The aides are on a scaled salary starting at $1.65 an hour. Salary increases are given to aides contingent on their length of employment. The cook receives $9.90 a day and the secretary receives $200 a month. The half-time director's salary is approximately $3,800 a year.

Both head teachers are college graduates with graduate hours in early childhood education and their aides have completed high school. Aides were not trained in an official orientation workshop. However both teachers and aides meet with a child development consultant once a month. The entire staff has attended the east Kansas OEO supplementary training programs at Ottawa. Other classes the staff completed were not related to early childhood development.

In addition to the teaching staff OEO employs a director, cook, social worker aide, secretary-bookkeeper and driver. The social worker aide comes from a low income area. The consulting staff consists of: a psychologist

who visits the classrooms two mornings a week and makes home visits; the social worker who meets with the staff and parents weekly; a speech therapist who on the basis of tests treated children with speech problems; and doctors and dentists who examine all the children and treat them when needed. All the consulting staff is reimbursed by OEO. The social worker and director coordinate all these services.

The director and the social worker also coordinate parent activities. Contact between teachers and parents occurs in the form of a minimum of ten home visits per family each year. Other than home visits there is a fair turnout of parent visits to the classrooms. Approximately once a week a special program was planned for the children and parents were asked to volunteer their time. Three or four general parent meetings occurred during the year. An appointed parent advisory board met once a month to decide policy, appointment of personnel and general issues.

Children are recruited via information from the social worker aide and Head Start mothers concerning appropriate candidates for the program. Referrals are also obtained from the Welfare Department, public school officials and the other Head Start center in Lawrence. Recruitments are not enlisted via the public media or door to door canvassing. All children that were in the 1968-69 Head Start class involved in our sample will continue in Head Start next year. All children in the other Head Start class will be attending Kindergarten next year.

Field trips in the community and occasional excursions outside the city occur. Visits to art galleries, museums, farms, lakes, dams, industries, and municipal facilities occur frequently.

The Head Start year is eleven months and the program functions with the same staff. The length of the daily program is three hours. The funding date is April. Head Start is funded by OEO. The annual budget is $33,044. In addition the community is required to contribute $9,002 in-kind to the program. This contribution is given in the form of reduced rates and services. The breakdown is: salary $24,560; food $3,735; equipment $225; transportation $1,455; medical and dental $1,357; and miscellaneous $235.

III

DESCRIPTION OF SAMPLE

DESCRIPTION OF CLASSES IN SAMPLE

Centers in Sample		7
Classes in Sample		11
Total Number of Children in Classes		179
No Consent	6	
Outside Age Range	11	
Previous Experience	25	
Sample Ineligible	42	
Sample Eligible Children		137
Females in Sample		68
Males in Sample		69
Negro Children in Sample		81
Mexican American Children in Sample		15
Caucasian Children in Sample		40
Other Children in Sample		1
Chronological Age Distribution:		
Under 48 months		46
49-53 months		43
54-58 months		36
59 months and over		7

†Sample Transfer Children Have Been Counted in Their Original Classes.

*Sample Child Transferred to Sample Class 01-2, Collected Post Evaluation Data and Completed Intervention Program.

**Sample Children who Transferred to Non-Sample Classes, Collected Post Evaluation Data Only.

1968-69 SAMPLE ELIGIBILITY BREAKDOWN

Class	Number Enrolled	No Consent	Outside Age Range	Previous Experience	Class Eligible	Pre Sample Eligible	Sample Drop	Sample Transfer	Intervention Eligible	Post Sample Eligible†
01-1	17	1	2	1	0	13	3	1 (01-2)*	12	10
01-2	13	0	1	3	0	9	0	1 (N.S.)**	13	9
02-1	15	1	1	1	0	12	1	0	13	11
02-2	15	0	0	5	1	10	1	0	13	9
03-1	17	0	1	3	0	13	2	2 (N.S.)**	15	11
03-2	17	0	1	4	0	12	2	0	14	10
04-1	21	0	1	6	0	14	1	1 (N.S.)**	20	13
04-2	17	0	0	2	1	15	1	0	16	14
05-1	16	2	4	0	0	10	1	0	13	9
06-1	18	1	0	0	1	17	2	0	15	15
07-1	13	1	0	0	1	12	2	0	10	10
TOTAL	179	6	11	25	4	137	16	5	154	121

FREQUENCY DISTRIBUTION OF SAMPLE ELIGIBLE CHILDREN

BY SEX, ETHNIC, AND CHRONOLOGICAL AGE GROUPS

Class	Male	Female	Negro	Mex. Am.	Caucasian	Other	Under 48 Mos.	49-53 Mos.	54-58 Mos.	Over 58 Mos.
01-1	3	10	5	2	6	0	4	5	3	1
01-2	7	2	3	2	4	0	5	3	1	0
02-1	9	3	0	6	6	0	4	7	1	0
02-2	4	6	1	5	4	0	1	1	4	4
03-1	5	8	12	0	1	0	9	4	0	0
03-2	5	7	12	0	0	0	1	2	9	0
04-1	6	8	14	0	0	0	7	5	2	0
04-2	10	5	14	0	1	0	6	5	4	0
05-1	7	3	9	0	0	1	9	1	0	0
06-1	7	10	11	0	6	0	0	9	7	1
07-1	6	6	0	0	12	0	0	6	5	1
Totals	69	68	81	15	40	1	46	48	36	7

IV

STATISTICAL ANALYSIS OF COMMON CORE INSTRUMENTS

FREQUENCY DISTRIBUTION OF PRE STANFORD BINET TEST SCORES

Class	N	50-59	60-69	70-79	80-89	90-99	100-109	110-119	120-129
01-1	15	0	2	1	4	5	3	0	0
01-2	13	0	0	2	1	3	7	0	0
02-1	13	0	0	0	3	7	2	1	0
02-2	15	1	0	3	3	4	4	0	0
03-1	17	0	1	1	7	4	4	0	0
03-2	17	0	0	2	5	6	4	0	0
04-1	20	0	0	0	2	6	8	3	1
04-2	17	0	0	3	1	6	4	3	0
05-1	11	0	1	2	2	3	3	0	0
06-1	16	0	0	1	1	7	5	2	0
07-1	12	1	0	1	3	2	4	1	0
Total	166	2	4	16	32	53	48	10	1

FREQUENCY DISTRIBUTION OF POST STANFORD BINET TEST SCORES

Class	N	60-69	70-79	80-89	80-99	100-109	110-119	120-129	130-139
01-1	12	1	0	2	3	0	5	1	0
01-2	14	0	2	2	3	5	2	0	0
02-1	13	0	1	1	7	3	1	0	0
02-2	15	1	0	3	3	4	4	0	0
03-1	16	0	2	3	9	1	1	0	0
03-2	14	0	0	5	7	1	1	0	0
04-1	20	0	1	2	5	9	2	0	1
04-2	17	0	3	1	6	4	3	0	0
05-1	11	0	0	1	2	6	2	0	0
06-1	15	0	0	1	5	6	2	0	1
07-1	10	0	1	1	1	4	3	0	0
Total	157	2	10	22	51	43	26	1	2

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST STANFORD BINET SCORES BY CLASS AND TOTAL SAMPLE

PRE

Class	(N)	High	Low	Mean	Standard Deviation
01-01	(15)	107	63	89.20	12.98
01-02	(13)	107	75	95.46	10.35
02-01	(13)	113	86	96.08	7.97
02-02	(15)	109	58	88.73	13.3
03-01	(16)	107	63	89.38	11.37
03-02	(17)	105	74	90.29	8.51
04-01	(21)	121	83	101.33	9.04
04-02	(17)	115	70	95.41	12.69
05-01	(14)	105	64	89.82	13.00
06-01	(16)	116	75	97.13	10.13
07-01	(12)	117	58	94.00	15.4
Total	(169)	121	58	93.3	12.4

POST

01-01	(12)	122	68	101.00	15.74
01-02	(14)	118	70	95.64	13.96
02-01	(13)	117	71	96.38	10.78
02-02	(13)	114	74	94.23	12.95
03-01	(16)	110	77	92.31	8.62
03-02	(14)	111	82	92.14	7.69
04-01	(19)	118	79	99.37	9.90
04-02	(16)	134	74	97.94	13.04
05-01	(11)	111	80	100.91	9.03
06-01	(15)	130	89	103.00	10.24
07-01	(10)	114	79	101.3	12.28
Total	(153)	134	68	97.7	11.4

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST STANFORD BINET TEST SCORES FOR TOTAL SAMPLE BY SEX, ETHNIC AND CHRONOLOGICAL AGE

PRE

N = ( )	High	Low	Mean	Standard Deviation
All Students (169)	121	58	93.3	12.4
Males (85)	121	58	92.4	13.3
Females (84)	116	63	94.2	11.3
Negroes (103)	121	63	93.9	11.8
Mexican American (20)	113	72	93.0	10.4
Caucasian (46)	117	58	92.4	14.2
Under 48 months (36)	113	64	94.5	13.4
49-53 months (52)	121	63	97.2	11.1
54-58 months (49)	116	63	91.8	10.3
Over 58 months (32)	111	58	88.2	13.6
POST				
All Students (153)	134	68	97.7	11.4
Males (78)	134	74	96.9	11.4
Females (75)	130	68	98.3	11.6
Negro (94)	134	68	97.8	10.5
Mexican American (19)	117	74	96.0	11.1
Caucasian (40)	130	70	97.8	13.8
Under 48 months (7)	117	96	105.7	7.0
49-53 months (23)	122	79	101.2	10.3
54-58 months (52)	134	77	98.2	11.4
Over 58 months (71)	130	68	95.1	11.6

HIGH, LOW, MEAN AND STANDARD DEVIATION OF STANFORD BINET PRE AND POST TEST SCORES FOR SAMPLE ELIGIBLE CHILDREN BY SEX, ETHNIC AND CHRONOLOGICAL AGE

PRE

N = ( )	High	Low	Mean	Standard Deviation
All Students (115)	117	63	93.6	11.9
Males (59)	117	63	91.6	12.8
Females (56)	116	63	95.7	10.6
Negro (73)	115	63	93.5	11.7
Mexican American (14)	109	72	91.1	10.7
Caucasian (28)	117	63	95.1	12.9
Under 48 months (24)	113	64	95.9	12.1
49-53 months (37)	117	63	96.1	10.8
54-58 months (34)	116	63	91.9	11.2
Over 58 months (20)	111	69	89.2	13.1
		POST		
All Students (115)	134	68	97.6	11.5
Males (59)	134	74	96.3	11.5
Females (56)	130	68	99.0	11.3
Negro (73)	134	68	97.3	10.7
Mexican American (14)	114	74	94.2	10.5
Caucasian (28)	130	74	100.	13.4
Under 48 months (0)	---	---	---	---
49-53 months (21)	122	79	101.6	9.8
54-58 months (40)	134	77	98.6	10.8
Over 58 months (54)	130	68	95.3	12.0

FREQUENCY DISTRIBUTION OF PRE GUMPGOOKIE SCORES (55 ITEMS)

Class	N	40-49	50-59	60-69	70-79	80-89
01-1	14	2	6	5	1	0
01-2	13	1	5	5	2	0
02-1	14	3	6	3	2	0
02-2	15	3	4	5	1	2
03-1	16	4	8	3	1	0
03-2	16	1	6	6	1	2
04-1	19	1	7	10	1	0
04-2	16	1	6	5	4	0
05-1	12	1	6	5	0	0
06-1	16	1	4	5	5	1
07-1	12	0	2	4	3	3
Total	163	18	60	56	21	8

FREQUENCY DISTRIBUTION OF POST GUMPGOOKIE SCORES (55 ITEMS)

Class	N	20-24	25-29	30-34	35-39	40-44	45-49	50-54
01-1	12	0	1	1	3	1	4	2
01-2	14	0	0	2	2	2	5	3
02-1	13	0	0	2	3	3	5	0
02-2	13	1	0	2	2	3	1	4
03-1	16	1	2	3	4	3	2	1
03-2	14	0	0	1	4	2	5	2
04-1	19	0	2	2	8	3	2	2
04-2	16	0	1	2	4	2	3	4
05-1	11	1	0	1	4	2	3	0
06-1	15	0	1	1	0	2	5	6
07-1	10	0	0	0	2	2	4	2
Total	153	3	7	17	36	25	39	26

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST GUMPGOOKIE SCORES BY CLASS AND TOTAL SAMPLE

PRE

Class	(N)	High	Low	Mean	Standard Deviation
01-01	(14)	43	22	32.00	6.03
01-02	(13)	46	26	35.92	6.75
02-01	(14)	45	24	33.14	6.26
02-02	(15)	51	19	35.93	8.66
03-01	(15)	50	21	31.13	6.70
03-02	(16)	49	26	35.69	7.09
04-01	(20)	43	24	35.35	3.25
04-02	(16)	46	25	35.75	6.30
05-01	(12)	42	24	31.75	5.26
06-01	(16)	49	24	37.88	7.33
07-01	(12)	51	30	42.75	6.86
Total	(163)	51	19	35.1	7.1

POST

01-01	(12)	52	27	42.17	8.45
01-02	(14)	51	32	43.79	6.46
02-01	(13)	49	34	42.08	5.22
02-02	(13)	52	22	41.92	8.93
03-01	(16)	51	24	36.75	8.10
03-02	(14)	52	32	43.57	5.94
04-01	(19)	51	28	39.26	7.01
04-02	(16)	51	29	41.69	7.69
05-01	(11)	45	21	37.82	6.98
06-01	(15)	54	25	45.87	8.16
07-01	(10)	52	37	44.9	5.22
Total	(153)	54	21	41.67	7.51

HIGH, LOW, MEAN AND STANDARD DEVIATION OF GUMPGOOKIE PRE AND POST TEST SCORES FOR TOTAL SAMPLE BY SEX, ETHNIC AND CHRONOLOGICAL AGE

PRE

N = ( )	High	Low	Mean	Standard Deviation
All Students (163)	51	19	35.1	7.1
Males (82)	51	19	34.9	7.2
Females (81)	51	22	35.4	6.9
Negro (99)	50	21	34.3	6.6
Mexican American (20)	51	19	35.2	8.2
Caucasian (44)	51	24	37.0	7.1
Under 48 months (34)	43	22	31.9	5.3
49-53 months (49)	48	21	34.3	6.7
54-58 months (48)	51	19	36.6	7.3
Over 58 months (32)	51	26	37.7	7.2
POST				
All Students (153)	54	21	41.6	7.5
Males (78)	52	21	41.2	7.1
Females (75)	54	24	42.1	7.9
Negro (94)	54	21	40.7	7.9
Mexican American (19)	52	22	43.4	7.1
Caucasian (40)	52	27	43.1	6.3
Under 48 months (7)	49	36	41.4	4.7
49-53 months (23)	51	26	37.8	6.6
54-58 months (52)	52	21	39.2	7.7
Over 58 months (71)	54	22	44.8	6.6

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST GUMPGOOKIE TEST SCORES FOR SAMPLE ELIGIBLE CHILDREN BY SEX, ETHNIC AND CHRONOLOGICAL AGE

	PRE			
N = ( )	High	Low	Mean	Standard Deviation
All Students (115)	51	19	35.4	7.2
Males (59)	51	19	35.1	7.5
Females (56)	51	22	35.7	6.8
Negro (73)	49	21	34.4	6.4
Mexican American (14)	50	19	34.9	8.2
Caucasian (28)	51	24	38.2	7.7
Under 48 months (24)	42	22	32.4	5.3
49-53 months (37)	48	21	34.8	7.1
54-58 months (34)	51	19	36.1	7.9
Over 58 months (20)	50	29	38.9	6.2
	POST			
All Students (115)	54	21	41.4	7.9
Males (59)	52	21	40.8	7.4
Females (56)	54	24	42.0	8.3
Negro (73)	54	21	40.2	8.1
Mexican American (14)	52	22	42.6	7.7
Caucasian (28)	52	27	43.6	6.5
Under 48 months (0)	---	---	---	---
49-53 months (21)	51	26	37.5	6.8
54-58 months (40)	52	21	39.2	8.2
Over 58 months (54)	54	22	44.5	6.6

COMPARISON OF 100 VERSUS 55 ITEMS ON PRE GUMPGOOKIE TEST SCORES BY CLASSES

Class	(N)	High	Low	Mean	Standard Deviation
			55 ITEMS		
01-01	(14)	43	22	32.00	6.03
01-02	(13)	46	26	35.92	6.75
02-01	(14)	45	24	33.14	6.26
02-02	(15)	51	19	35.93	8.66
03-01	(15)	50	21	31.13	6.70
03-02	(16)	49	26	35.69	7.09
04-01	(20)	43	24	35.35	3.25
04-02	(16)	46	25	35.75	6.30
05-01	(12)	42	24	31.75	5.26
06-01	(16)	49	24	37.88	7.33
07-01	(12)	51	30	42.75	6.86
Total	(163)	51	19	35.1	7.1
			100 ITEMS		
01-01	(14)	70	40	56.64	7.39
01-02	(13)	74	46	61.23	7.90
02-01	(14)	75	44	56.86	9.15
02-02	(15)	86	42	61.27	11.94
03-01	(15)	79	48	54.80	7.81
03-02	(16)	85	48	62.13	10.66
04-01	(20)	77	48	60.6	6.92
04-02	(16)	76	48	61.25	7.63
05-01	(12)	68	47	58.00	5.97
06-01	(16)	86	49	63.75	10.15
07-01	(12)	83	51	69.83	9.40
Total	(163)	86	40	60.53	9.55

GUMPGOOKIE CORRELATIONAL ANALYSIS BY CLASS
100 ITEMS VERSUS 55 ITEMS

Class	(N)	Correlation
01-01	(14)	+.81
01-02	(13)	+.87
02-01	(14)	+.87
02-02	(15)	+.98
03-01	(15)	+.68
03-02	(16)	+.84
04-01	(20)	+.72
04-02	(16)	+.93
05-01	(12)	+.77
06-01	(16)	+.95
07-01	(12)	+.94

FREQUENCY DISTRIBUTION OF PRE PSI TEST SCORES

Class	N	9-13	14-18	19-23	24-28	29-33	34-38	39-43	44-48	49-53
01-1	14	0	1	3	1	1	3	2	1	2
01-2	13	1	1	0	1	4	4	1	1	0
02-1	13	0	1	2	1	2	4	3	0	0
02-2	15	0	0	4	0	2	2	0	5	2
03-1	15	0	0	5	1	4	2	0	2	1
03-2	14	0	0	0	4	4	2	0	2	2
04-1	19	1	0	2	4	1	4	5	2	0
04-2	16	0	0	3	3	2	4	4	0	0
05-1	12	2	1	3	3	1	1	1	0	0
06-1	16	0	0	2	1	3	2	1	4	3
07-1	11	0	0	1	0	2	5	0	2	1
Total	158	4	4	25	19	26	33	17	19	11

FREQUENCY DISTRIBUTION OF POST PSI TEST SCORES

Class	N	14-18	19-23	24-28	29-33	34-38	39-43	44-48	49-53	54-58	59-63
01-1	12	0	1	0	4	0	1	1	5	0	0
01-2	14	0	1	1	2	3	4	1	1	0	1
02-1	13	0	1	0	4	0	3	4	1	0	0
02-2	13	0	0	1	0	1	3	1	4	3	0
03-1	16	1	1	1	4	1	5	2	0	1	0
03-2	14	0	0	0	2	4	2	3	1	2	0
04-1	19	0	1	1	1	5	4	3	4	0	0
04-2	15	1	1	2	0	2	3	5	0	1	0
05-1	11	0	0	1	4	1	2	1	2	0	0
06-1	15	0	0	0	0	2	1	5	4	3	0
07-1	10	0	0	1	1	0	1	3	2	2	0
Total	152	2	6	8	22	19	29	29	24	12	1

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST PSI SCORES BY CLASS AND TOTAL SAMPLE

PRE

Class	(N)	High	Low	Mean	Standard Deviation
01-01	(14)	51	17	33.86	10.53
01-02	(13)	48	9	31.15	9.40
02-01	(13)	41	15	31.08	7.87
02-02	(15)	51	20	36.87	11.37
03-01	(15)	50	19	31.60	9.11
03-02	(14)	49	25	35.29	8.35
04-01	(19)	48	13	33.21	9.93
04-02	(16)	43	19	32.25	7.32
05-01	(12)	39	10	23.83	8.86
06-01	(16)	52	22	38.69	9.95
07-01	(11)	50	22	37.45	7.41
Total	(158)	52	9	33.3	9.9

POST

01-01	(12)	52	23	40.67	10.61
01-02	(14)	60	23	37.93	9.50
02-01	(13)	49	20	38.31	8.86
02-02	(13)	57	27	46.62	9.12
03-01	(16)	55	18	36.00	9.82
03-02	(14)	58	30	42.36	8.27
04-01	(19)	51	20	40.37	8.19
04-02	(15)	55	18	37.93	10.50
05-01	(11)	51	29	37.55	8.61
06-01	(15)	57	35	47.40	7.01
07-01	(10)	56	27	45.6	9.49
Total	(152)	60	18	41.0	9.4

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST PSI TEST SCORES FOR TOTAL SAMPLE BY SEX, ETHNIC AND CHRONOLOGICAL AGE

N = ( )	High	Low	Mean	Standard Deviation
		PRE		
All Students (158)	52	9	33.3	9.9
Males (80)	51	9	31.9	9.7
Females (78)	52	10	34.7	9.9
Negro (95)	51	10	32.8	9.6
Mexican American (19)	51	19	35.1	8.3
Caucasian (44)	52	9	33.6	12.3
Under 48 months (34)	49	10	27.8	9.2
49-53 months (48)	50	9	33.0	9.3
54-58 months (45)	51	19	34.6	9.3
Over 58 months (31)	52	20	38.1	9.5
		POST		
All Students (152)	60	18	41.0	9.4
Males (78)	60	18	39.2	9.9
Females (74)	58	18	42.5	8.8
Negro (93)	58	18	40.4	9.2
Mexican American (19)	51	27	42.8	7.3
Caucasian (40)	60	20	40.9	11.1
Under 48 months (7)	49	27	33.7	7.0
49-53 months (23)	49	20	36.2	7.9
54-58 months (52)	55	18	39.5	9.3
Over 58 months (70)	60	18	44.0	9.3

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST PSI SCORES FOR SAMPLE ELIGIBLE CHILDREN BY SEX, ETHNIC AND CHRONOLOGICAL AGE

N = ( )	High	Low	Mean	Standard Deviation
		PRE		
All Students (115)	51	9	33.4	9.2
Males (59)	50	9	31.5	9.3
Females (56)	51	19	35.4	8.5
Negro (73)	51	17	32.6	8.9
Mexican American (14)	45	19	32.6	7.7
Caucasian (28)	50	9	35.7	10.2
Under 48 months (24)	49	17	30.4	7.9
49-53 months (37)	50	9	31.9	8.6
54-58 months (34)	51	19	33.8	8.9
Over 58 months (20)	51	21	39.1	9.4
		POST		
All Students (115)	60	18	41.2	9.3
Males (59)	60	18	39.3	9.8
Females (56)	58	18	43.3	8.2
Negro (73)	58	18	40.4	9.3
Mexican American (14)	51	27	41.1	7.4
Caucasian (28)	60	23	43.2	9.9
Under 48 months (0)	--	--	----	---
49-53 months (21)	49	23	37.3	7.2
54-58 months (40)	55	18	39.5	8.9
Over 58 months (54)	60	18	44.0	9.4

FREQUENCY DISTRIBUTION OF PRE ANIMAL HOUSE RAW TEST SCORES

Class	N	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54
01-1	14	2	1	4	0	0	4	1	2	0	0	0
01-2	12	0	2	2	3	0	1	1	3	0	0	0
02-1	13	1	1	4	1	4	2	0	0	0	0	0
02-2	15	1	2	1	3	2	1	0	1	3	1	0
03-1	15	1	1	5	4	3	1	0	0	0	0	0
03-2	14	0	3	4	2	0	2	1	0	1	1	0
04-1	19	0	6	4	3	3	2	0	1	0	0	0
04-2	16	0	2	4	5	0	3	0	0	1	0	1
05-1	12	2	1	5	2	1	0	1	0	0	0	0
06-1	16	1	1	5	0	2	2	1	0	4	0	0
07-1	11	0	1	3	2	0	1	0	1	2	1	0
Total	157	8	21	41	25	15	19	5	8	11	3	1

FREQUENCY DISTRIBUTION OF POST ANIMAL HOUSE RAW TEST SCORES

Class	N	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54
01-1	12	0	1	3	0	2	2	0	0	1	1	2
01-2	14	0	1	2	4	2	1	1	2	0	1	0
02-1	12	0	0	2	1	3	2	0	3	0	0	1
02-2	13	0	0	3	1	0	0	1	1	4	2	1
03-1	16	0	3	3	1	4	2	0	1	1	1	0
03-2	14	0	0	2	2	3	2	1	1	1	2	0
04-1	19	0	2	1	1	2	4	5	3	0	1	0
04-2	15	0	1	2	1	1	1	3	1	4	0	1
05-1	11	2	1	0	1	2	3	1	0	1	0	0
06-1	15	0	0	1	2	3	0	2	3	2	1	1
07-1	10	0	0	0	0	3	0	1	2	3	0	1
Total	151	2	9	19	14	25	17	15	17	17	9	7

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST ANIMAL HOUSE SCORES BY CLASS AND TOTAL SAMPLE

PRE

Class	(N)	High	Low	Mean	Standard Deviation
01-01	(14)	39	2	19.64	11.87
01-02	(13)	38	1	20.15	12.05
02-01	(13)	28	3	16.54	7.26
02-02	(15)	47	4	24.67	13.86
03-01	(15)	28	4	16.27	5.88
03-02	(14)	46	7	19.64	11.92
04-01	(19)	36	5	15.37	8.59
04-02	(16)	50	5	19.38	11.72
05-01	(12)	30	1	13.08	7.61
06-01	(16)	44	3	22.69	13.94
07-01	(11)	48	9	24.36	14.24
Total	(158)	50	1	19.2	11.7

POST

01-01	(12)	52	7	28.00	16.63
01-02	(14)	46	7	22.79	11.64
02-01	(12)	50	13	27.17	11.36
02-02	(13)	50	10	33.08	14.63
03-01	(16)	46	6	21.44	12.01
03-02	(14)	46	10	26.93	12.07
04-01	(19)	46	5	26.58	10.66
04-02	(15)	50	7	29.47	13.31
05-01	(11)	44	0	20.36	13.49
06-01	(15)	50	13	31.93	11.50
07-01	(10)	52	22	35.3	10.27
Total	(151)	52	0	27.4	12.8

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST ANIMAL HOUSE TEST SCORES FOR TOTAL SAMPLE BY SEX, ETHNIC AND CHRONOLOGICAL AGE

N = ( )	High	Low	Mean	Standard Deviation
		PRE		
All Students (158)	50	1	19.2	11.7
Males (80)	50	1	17.2	10.7
Females (78)	48	1	21.2	12.3
Negro (95)	50	1	17.0	10.5
Mexican American (19)	47	3	22.5	12.2
Caucasian (44)	48	1	22.4	12.7
Under 48 months (34)	30	1	14.4	7.7
49-53 months (48)	50	1	17.9	11.3
54-58 months (45)	43	3	20.3	11.7
Over 58 months (31)	47	4	24.7	13.2
		POST		
All Students (151)	52	0	27.4	12.8
Males (78)	52	0	24.9	12.2
Females (73)	52	0	30.0	13.0
Negro (93)	50	0	25.5	12.6
Mexican American (19)	50	13	31.2	11.7
Caucasian (39)	52	7	30.0	13.0
Under 48 months (7)	36	0	19.9	10.3
49-53 months (23)	44	0	22.3	12.1
54-58 months (51)	52	5	25.6	11.5
Over 58 months (70)	52	7	31.1	13.0

HIGH, LOW, MEAN AND STANDARD DEVIATION OF PRE AND POST ANIMAL HOUSE SCORES FOR SAMPLE ELIGIBLE CHILDREN BY SEX, ETHNIC AND CHRONOLOGICAL AGE

N = ( )	High	Low	Mean	Standard Deviation
		PRE		
All Students (115)	50	1	19.4	11.9
Males (59)	50	1	17.4	11.5
Females (56)	48	2	21.5	12.0
Negro (73)	50	2	17.2	10.3
Mexican American (14)	47	3	22.4	13.8
Caucasian (28)	48	1	23.5	13.2
Under 48 months (24)	30	2	15.6	7.6
49-53 months (37)	50	1	17.8	12.0
54-58 months (34)	43	3	20.6	12.3
Over 58 months (20)	47	4	24.8	13.0
		POST		
All Students (115)	52	0	27.8	13.1
Males (59)	52	0	24.2	12.2
Females (56)	52	5	31.6	12.9
Negro (73)	50	0	25.5	12.9
Mexican American (14)	50	13	31.2	13.0
Caucasian (28)	52	10	31.9	12.2
Under 48 months (0)	--	--	----	----
49-53 months (21)	44	0	23.1	12.3
54-58 months (40)	52	5	25.8	12.1
Over 58 months (54)	52	8	31.1	13.2

PEARSON CORRELATIONS FOR TOTAL SAMPLE GIVEN ALL FOUR PRE AND POST TEST MEASURES

N = ( )	Binet Gump.	Binet PSI	Binet A.H.	Gump. PSI	Gump. A.H.	PSI A.H.
PRE						
All Students (156)	.29	.54	.34	.46	.35	.47
Males (79)	.29	.60	.37	.46	.36	.53
Females (77)	.28	.48	.31	.44	.34	.39
Negro (95)	.26	.53	.30	.54	.37	.43
Mexican American (19)	.20	.48	.32	.09	.19	.39
Caucasian (42)	.39	.62	.46	.41	.30	.54
Under 48 months (34)	.22	.60	.43	.33	.14	.53
49-53 months (46)	.39	.63	.33	.32	.27	.32
54-58 months (45)	.37	.68	.39	.42	.05	.32
Over 58 months (31)	.52	.82	.66	.47	.71	.59
POST						
All Students (151)	.21	.51	.37	.32	.43	.56
Males (78)	.15	.54	.38	.36	.49	.57
Females (73)	.26	.48	.34	.28	.37	.52
Negro (93)	.11	.50	.29	.28	.40	.48
Mexican American (19)	.59	.43	.46	.41	.42	.52
Caucasian (39)	.30	.59	.51	.40	.45	.72
Under 48 months (7)	.24	.84	.73	.25	.29	.76
49-53 months (23)	.14	.63	.18	.16	.25	.41
54-58 months (51)	.17	.64	.50	.22	.27	.57
Over 58 months (70)	.50	.68	.53	.37	.49	.48

SUPPLEMENTARY PEARSON CORRELATIONS FOR TOTAL SAMPLE GIVEN ALL FOUR PRE AND POST TEST MEASURES

PRE

N = 156	Binet Gump.	Binet PSI	Binet A.H.	Gump. PSI	Gump. A.H.	PSI A.H.
Under 48 months						
Males (16)	.14	.66	.47	.33	.35	.58
Females (18)	.23	.57	.48	.33	.01	.57
Negro (25)	.21	.61	.36	.52	.17	.45
Mexican American (3)	-.74	.98	.99	-.59	-.82	.95
Caucasian (6)	-.27	.70	.33	-.25	-.03	.73
49-53 months						
Males (28)	.54	.73	.50	.44	.32	.46
Females (18)	-.05	.38	-.20	.11	.17	.07
Negro (33)	.35	.63	.37	.41	.03	.36
Mexican American (5)	.34	-.35	.84	-.73	.60	-.24
Caucasian (8)	.67	.82	.26	.59	.54	.58
54-58 months						
Males (22)	.26	.72	.35	.47	.13	.40
Females (23)	.52	.64	.37	.37	-.03	.25
Negro (21)	.55	.61	.19	.69	.37	.24
Mexican American (6)	.53	.74	.15	.65	-.14	.60
Caucasian (18)	.23	.80	.56	.31	-.09	.24
Over 58 months						
Males (11)	.44	.85	.67	.54	.89	.79
Females (20)	.58	.78	.67	.44	.61	.49
Negro (16)	.50	.68	.60	.33	.72	.46
Mexican American (5)	.48	.95	.49	.70	.67	.52
Caucasian (10)	.70	.96	.83	.78	.89	.83

SUPPLEMENTARY PEARSON CORRELATIONS FOR TOTAL SAMPLE GIVEN ALL FOUR PRE AND POST TEST MEASURES

	POST					
N = 151	Binet Gump.	Binet PSI	Binet A.H.	Gump. PSI	Gump. A.H.	PSI A.H.
Under 48 months						
Males (4)	-.88	.87	.42	-.54	-.33	.55
Females (3)	.77	.89	.98	.40	.64	.96
Negro (4)	-.49	.97	.77	-.28	-.93	.60
Mexican American (1)	---	---	---	---	---	---
Caucasian (2)	1.00	1.00	1.00	1.00	1.00	1.00
49-53 months						
Males (11)	-.21	.80	.31	-.41	-.14	.39
Females (12)	.39	.49	.11	-.06	.41	.35
Negro (17)	.36	.66	.22	-.11	.20	.41
Mexican American (1)	---	---	---	---	---	---
Caucasian (5)	-.47	.68	-.04	-.22	.28	.63
54-58 months						
Males (33)	.10	.67	.51	.18	.32	.57
Females (18)	.34	.50	.45	.37	.27	.47
Negro (37)	.09	.58	.42	.17	.16	.53
Mexican American (4)	.78	.06	.88	-.29	.78	.34
Caucasian (10)	.66	.90	.80	.70	.61	.85
Over 58 months						
Males (31)	.60	.73	.55	.53	.67	.49
Females (39)	.45	.67	.50	.21	.35	.46
Negro (35)	.42	.67	.46	.33	.61	.32
Mexican American (13)	.64	.66	.46	.65	.43	.62
Caucasian (22)	.55	.74	.64	.36	.40	.67

PEARSON CORRELATIONS FOR SAMPLE ELIGIBLE CHILDREN GIVEN ALL FOUR PRE AND POST TEST MEASURES

N = ( )	Binet Gump.	Binet PSI	Binet A.H.	Gump. PSI	Gump. A.H.	PSI A.H.
PRE						
All Students (115)	.35	.56	.37	.49	.30	.49
Males (59)	.38	.69	.44	.48	.35	.52
Females (56)	.32	.35	.26	.51	.24	.41
Negro (73)	.35	.49	.30	.63	.30	.44
Mexican American (14)	.26	.40	.32	−.15	.17	.45
Caucasian (28)	.39	.75	.58	.44	.26	.58
Under 48 months (24)	.23	.61	.38	.53	.07	.38
49-53 months (37)	.55	.57	.33	.46	.32	.32
54-58 months (34)	.37	.72	.44	.35	.01	.43
Over 58 months (20)	.66	.85	.74	.55	.71	.72
POST						
All Students (115)	.21	.54	.38	.32	.46	.53
Males (59)	.03	.53	.40	.30	.48	.54
Females (56)	.37	.54	.34	.34	.43	.47
Negro (73)	.15	.50	.31	.25	.41	.46
Mexican American (14)	.62	.30	.48	.37	.40	.57
Caucasian (28)	.17	.68	.52	.47	.50	.67
Under 48 months (0)	---	---	---	---	---	---
49-53 months (21)	.13	.64	.20	-.12	.30	.39
54-58 months (40)	.18	.56	.52	.23	.34	.64
Over 58 months (54)	.50	.70	.49	.36	.50	.44

SUPPLEMENTARY PEARSON CORRELATIONS FOR SAMPLE ELIGIBLE CHILDREN GIVEN ALL FOUR PRE AND POST TEST MEASURES

PRE

N = 115	Binet Gump.	Binet PSI	Binet A.H.	Gump. PSI	Gump. A.H.	PSI A.H.
Under 48 months						
Males (12)	.10	.38	.31	.50	.18	.47
Females (12)	.37	.68	.51	.62	.15	.45
Negro (20)	.16	.57	.32	.48	.04	.25
Mexican American (2)	-1.0	1.0	1.0	-1.0	-1.0	1.0
Caucasian (2)	1.0	1.0	1.0	1.0	1.0	1.0
49-53 months						
Males (22)	.63	.73	.57	.44	.34	.50
Females (15)	.25	.08	-.36	.47	.25	-.02
Negro (25)	.56	.53	.32	.60	.06	.29
Mexican American (4)	.28	-.29	.93	-.96	.05	.02
Caucasian (8)	.67	.82	.26	.59	.54	.58
54-58 months						
Males (17)	.23	.77	.34	.39	-.05	.27
Females (17)	.49	.60	.37	.28	-.03	.37
Negro (15)	.59	.70	.10	.61	.30	.13
Mexican American (5)	.37	.68	.13	.34	-.34	.70
Caucasian (14)	.28	.82	.75	.35	-.08	.53
Over 58 months						
Males (8)	.64	.87	.82	.50	.90	.78
Females (12)	.70	.84	.73	.66	.55	.79
Negro (13)	.73	.80	.81	.57	.56	.79
Mexican American (3)	.82	1.0	.68	.81	.98	.67
Caucasian (4)	.88	.94	.91	.77	.99	.76

SUPPLEMENTARY PEARSON CORRELATIONS FOR SAMPLE ELIGIBLE CHILDREN GIVEN ALL FOUR PRE AND POST TEST MEASURES

POST

N = 115	Binet Gump.	Binet PSI	Binet A.H.	Gump. PSI	Gump. A.H.	PSI A.H.
Under 48 months						
Males (0)	---	---	---	---	---	---
Females (0)	---	---	---	---	---	---
Negro (0)	---	---	---	---	---	---
Mexican American (0)	---	---	---	---	---	---
Caucasian (0)	---	---	---	---	---	---
49-53 months						
Males (9)	-.32	.85	.40	-.35	-.05	.39
Females (12)	.39	.49	.11	-.06	.41	.35
Negro (17)	.36	.66	.22	-.11	.20	.41
Mexican American (1)	---	---	---	---	---	---
Caucasian (3)	-.85	.36	-.82	.18	1.0	.24
54-58 months						
Males (25)	.00	.63	.56	.10	.37	.66
Females (15)	.58	.42	.49	.46	.34	.51
Negro (29)	.09	.49	.44	.17	.25	.59
Mexican American (3)	.96	.43	.86	.65	.97	.83
Caucasian (8)	.62	.86	.77	.65	.55	.81
Over 58 months						
Males (25)	.59	.71	.47	.47	.65	.42
Females (29)	.45	.72	.44	.21	.37	.39
Negro (26)	.44	.69	.40	.25	.61	.26
Mexican American (10)	.62	.58	.48	.62	.44	.63
Caucasian (18)	.52	.77	.63	.49	.46	.66

Factors Affecting Pre Binet Test Performance

	Factor	Degree of Effect						Style		
	Response to Test	1	2	3	4	5	6	A	B	C
1.	Gives the test attention it requires	134	9	13	8	0	7	21	1	15
2.	Realistic sense of competence	140	10	8	8	1	4	19	1	11
3.	Adequate response time	130	15	11	6	5	4	12	29	--
4.	Is matter of fact about tasks or enjoys them	147	7	8	2	1	6	3	12	9
5.	Adequately persistent in the face of difficulty	130	12	11	7	7	4	34	3	4
6.	Reacts to failure realistically	144	3	11	8	2	3	20	1	6
	Response to Examiner									
7.	Feels socially at ease	144	7	10	4	0	6	3	23	1
8.	Responds to normal amount of encouragement and support	139	6	12	7	3	4	26	1	5
	Generalized Responses									
9.	Normal activity level	149	3	8	6	1	4	12	10	--
10.	Normal verbal expression	140	9	9	6	4	3	9	22	--
11.	English usage adequate*	9	0	0	0	1	0	1	--	--
	Test Conditions									
12.	Test conditions adequate	166	1	4	0	0	0	--	--	--

*This category applies only to bilingual or multilingual children.

Factors Affecting Post Binet Test Performance

	Factor	Degree of Effect						Style		
	Response to Test	1	2	3	4	5	6	A	B	C
1.	Gives the test attention it requires	103	21	19	5	2	1	26	0	22
2.	Realistic sense of competence	137	5	3	4	2	0	7	0	7
3.	Adequate response time	125	9	7	6	3	1	3	23	--
4.	Is matter of fact about tasks or enjoys them	135	8	3	3	1	1	2	5	9
5.	Adequately persistent in the face of difficulty	121	12	15	1	2	0	29	1	0
6.	Reacts to failure realistically	133	11	2	2	2	1	15	0	3
	Response to Examiner									
7.	Feels socially at ease	138	4	2	3	2	2	4	6	3
8.	Responds to normal amount of encouragement and support	131	4	10	2	2	2	17	1	2
	Generalized Responses									
9.	Normal activity level	138	4	5	1	1	2	6	7	--
10.	Normal verbal expression	123	5	13	7	2	1	9	19	--
11.	English usage adequate*	10	0	0	0	0	0	--	--	--
	Test Conditions							A	B	C	D	E	F
12.	Test conditions adequate	140	8	2	0	1	0	0	1	3	0	4	3
13.	English usage adequate (for unilingual children)	120	6	7	4	2	2	--	--	--			

*This category applies only to bilingual or multilingual children.

ESTIMATE OF CHILD'S STANDING IN CLASS UPON SCHOOL ENTRANCE

FREQUENCY DISTRIBUTION OF RESPONSES

Pre N = 158 Post N = 134	Pre	Post
0. No response to question; don't know	0	1
1. First in class (very best work)	34	44
2. Second in class	32	17
3. Third in class	25	14
4. Fourth in class4	13	13
5. Fifth in class	40	21
6. Sixth in class	5	14
7. Seventh in class	1	6
8. Eighth in class	4	3
9. Ninth in class	0	1
10. Tenth in class (very poorest work)	4	0

EDUCATIONAL LEVEL

Pre Only N = 158	Father	Mother
1. No Response/Not Applicable	61	0
2. No School	3	0
3. 1st to 3rd Grade	5	1
4. 4th to 6th Grade	10	4
5. 7th to 8th Grade	18	27
6. 9th to 11th Grade	29	70
7. High School Graduate	27	49
8. Some College	5	7
9. College Graduate or Higher	0	0

EDUCATIONAL ASPIRATIONS

Aspiration Level	Would Like Child to Go		Actually Thinks Child Will Attain	
Pre N = 158 Post N = 134	Pre	Post	Pre	Post
1. Grade School	1	2	23	15
2. Jr. High School	0	0	3	2
3. High School	0	0	5	4
4. Vocational in High School	0	0	0	0
5. Vocational after High School	19	18	94	76
6. Go to College	2	1	1	1
7. Complete College	51	41	19	21
8. Attend Graduate School	76	60	13	14
9. Don't Know	9	12	0	1

ESTIMATE OF CHILD'S STANDING IN CLASS UPON SCHOOL ENTRANCE

CONVERTED TO MEAN SCORES

Key: 1st in class = 1 2nd = 2 3rd = 3 4th = 4 5th = 5 10th = 10

PRE MEAN	POST MEAN	MEAN CHANGE
3.38	3.28	-.10

MEAN EDUCATIONAL LEVEL OF PARENTS

Father	Mother
8th Grade	10th Grade

EDUCATIONAL ASPIRATIONS

CONVERTED TO MEAN SCORES

Key: Grade School = 1 Jr. High = 2 High School = 3 Vocational in H.S. = 4
Vocational after H.S. = 5 Go to College = 6 Complete College = 7
Attend Graduate School = 8

	PRE MEAN	POST MEAN	MEAN CHANGE
(1) Would like child to go	7.30	7.36	+.06
(2) Actually thinks child will attain	4.79	5.63	+.84

PARENT OPINIONS

FREQUENCY DISTRIBUTION OF RESPONSES

Pre N = 158 Post N = 134	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. In spite of what some people say, the lot of the average man is getting worse.	3	0	51	47	7	5	63	74	34	8
2. It's hardly fair to bring children into the world with the way things look for the future.	15	0	51	51	5	1	55	73	32	9
3. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	14	3	52	55	1	0	69	58	22	18
4. These days a person doesn't really know who he can count on.	4	2	42	24	0	1	69	93	43	14
5. There's little use writing to public officials because often they aren't really interested in the problems of the average man.	4	1	60	49	7	8	64	71	23	5

Post Items	Disagree	Unsure	Agree
	Post	Post	Post
1. Good luck is more important than hard work for success.	110	2	22
2. Every time I try to get ahead, something or somebody stops me.	63	3	68
3. People like me don't have much of a chance to be successful in life.	93	2	39

PARENT OPINIONS

CONVERTED TO MEAN SCORES

Key: Strongly Disagree = 1 Disagree = 2 Undecided = 3 Agree = 4 Strongly Agree = 5

	Pre Mean	Post Mean	Mean Change
(1) =	3.47	3.32	-.15
(2) =	3.24	3.30	+.06
(3) =	3.21	3.25	+.04
(4) =	3.66	3.69	+.03
(5) =	3.27	3.22	-.05

POST ITEMS ONLY

Key: Disagree = 1 Unsure = 2 Agree = 3

	Mean
(1) =	1.34
(2) =	2.04
(3) =	1.60

EDUCATIONAL ATTITUDE SURVEY

FREQUENCY DISTRIBUTION OF RESPONSES

Pre N = 158 Post N = 134	No		Unsure		Yes	
	Pre	Post	Pre	Post	Pre	Post
a. Do you think teachers usually expect children to obey them?	70	20	1	0	87	114
b. Is getting a good education the best way for people to improve the way they live?	22	13	0	1	136	120
c. Do most teachers like quiet children better than noisy children?	49	45	13	15	96	74
d. Do you think that there is anything that you personally can do to improve schools?	52	54	12	2	94	78
e. Are most classrooms overcrowded?	25	19	14	5	119	110
f. Do most teachers really want parents to visit the school?	14	6	1	3	143	125
g. Do sports and games take up too much school time?	134	120	6	3	18	11
h. Do you think most children act up so badly in school that teachers can't teach?	108	76	7	4	43	54
i. Do you think that more time should be spent teaching children reading, writing, and arithmetic?	54	44	3	5	101	85
j. Are there any children in your neighborhood school that you don't want your child/children to play with?	113	94	4	0	41	40
k. Do people with only a <u>little</u> education enjoy life just as much as people with a <u>lot</u> of education?	76	53	9	5	73	76
l. Should most boys and girls have to stay in school until they finish high school and get a high school diploma?	5	11	0	0	153	123
m. Are there more important things in school than getting good grades?	78	69	3	3	77	62

EDUCATIONAL ATTITUDE SURVEY (continued)

		No		Unsure		Yes	
		Pre	Post	Pre	Post	Pre	Post
n.	Is it OK for parents to keep their children out of school to help out at home once in a while?	122	108	0	1	36	25
o.	Can teachers who are very friendly control children?	22	15	1	5	135	114
p.	Do teachers make children go against things they are told at home?	114	95	9	12	35	27
q.	Do you think most teachers are good examples for your children?	13	8	5	8	140	118
r.	Are parents to blame when children do not work hard in school?	59	60	12	2	87	72
s.	Do you think anyone can go to college if they really want to?	25	19	2	0	131	115
t.	Can a man often learn more on a job than he can in school?	92	59	13	13	53	62
u.	If you disagree with the school principal, can you personally do anything about it?	58	43	11	5	89	86
v.	Do most children have to be made to learn?	93	83	7	2	58	49
w.	Do you think most teachers are poorly trained?	131	117	12	8	15	9

EDUCATIONAL ATTITUDE SURVEY

CONVERTED TO MEAN SCORES

Pre N = 158 Post N = 134

Key: No = 1 Unsure = 2 Yes = 3

		Pre Mean	Post Mean	Mean Change
(a)	=	2.11	2.70	+.59
(b)	=	2.72	2.80	+.08
(c)	=	2.30	2.22	-.08
(d)	=	2.27	2.18	-.09
(e)	=	2.59	2.68	+.09
(f)	=	2.82	2.89	+.07
(g)	=	1.27	1.19	-.08
(h)	=	1.59	1.84	+.25
(i)	=	2.30	2.31	+.01
(j)	=	1.54	1.60	+.06
(k)	=	1.98	2.17	+.19
(l)	=	2.94	2.83	-.11
(m)	=	1.99	1.95	-.04
(n)	=	1.46	1.38	-.08
(o)	=	2.72	2.74	+.02
(p)	=	1.50	1.49	-.01
(q)	=	2.80	2.82	+.02
(r)	=	2.18	2.09	-.09
(s)	=	2.67	2.72	+.05
(t)	=	1.75	2.02	+.27
(u)	=	2.20	2.32	+.12
(v)	=	1.78	1.75	-.03
(w)	=	1.27	1.19	-.08

V

EVALUATION GUIDELINES

EVALUATION GUIDELINES

1. The sample N should not be less than 120 children after attrition.
   OUTCOME: The Pre N was 137 sample eligible children; the Post N was 121 sample eligible children.
   SEQUEL: Kansas involved entire classes for its intervention program. The Pre N including both sample eligible and non-sample eligible was 173; the Post N was 154. Six parents refused their consent.

2. The children should be between 3 1/2 and 5 1/2 years old at time of pretesting.
   OUTCOME: Eleven children did not meet this age criterion.

3. The sample eligible child should not have any preschool or Head Start experience prior to the Evaluation study.
   OUTCOME: Twenty-five children in fact did have previous Head Start experience.

4. Class eligibility - a class is sample eligible if (1) all children fall within the pre-KG or KG age ranges, and (2) no less than 2/3 of the class have had no previous Head Start experience.
   OUTCOME: (1) Four classes were sample eligible seven were not. Five of the seven classes had only one child each outside the age range thus making the whole class ineligible. (2) Twenty-five children in seven classes had had previous experience. However the number in any one class did not exceed 1/3 the class N therefore all classes were eligible on this criterion.

5. All measures are to be given in English.
   OUTCOME: All children were tested in English.

6. Pretesting should be conducted during the fourth, fifth, sixth and seventh week of the Head Start class.
   OUTCOME: Two classes were unable to meet this criterion.
   SEQUEL: See Deviations from Guidelines section for explanation.

7. Posttesting should be conducted during the last four weeks excluding the very last week of the Head Start class.
   OUTCOME: This was met with the exception of one class on the latter requirement due to chronic absenteeism. Due to scheduling problems and limited personnel, it was necessary to begin testing six weeks from the terminating date in eight classes.

8. Time interval - six months between pre and posttesting.
   OUTCOME: With less than ten exceptions, this requirement was met.

9. At least fifty percent of the post tests were to be administered by same pre observer.
   OUTCOME: This requirement was met on all instruments.

10. Order of test administration.
    OUTCOME: This requirement was met.

11. Inter-test interval.
OUTCOME: It was not possible to administer the test battery in three consecutive days as recommended. Generally speaking we administered all the Binets before giving the other cognitive measures. The longest lapse of time came between the Binet and Gumpgookie.
SEQUEL: We were consistent in our pre to post. We made a specific attempt to keep the pre post-intervals at six months on each instrument.

12. OSCI observations were to be done on different days of the week.
OUTCOME: This requirement was met in all eleven classes.

THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044

HEAD START EVALUATION AND RESEARCH CENTER
Department of Human Development and Family Life

CARRUTH-O'LEARY HALL
UN 4-3954
AREA CODE 913

PARENTAL CONSENT FOR EVALUATION

1968 - 1969

The Head Start program in which your child is enrolled is one of several in the United States which is participating in a national evaluation of Head Start. The purpose of this evaluation is to measure the effects which the Head Start program has on Head Start children, their families and their communities; through this evaluation, we hope to learn ways to be of greater service to children who will be participating in Head Start in the future.

The University of Kansas Head Start Evaluation and Research Center is responsible for evaluation of programs in this section of the country. The staff of the program in which your child is enrolled has accepted our invitation to work together to collect information on individual children and their families, which we and the national Head Start office feel will be of help to us.

We ask that you, as parents, work with us in the following ways:

1) We ask your permission to administer individual tests to your child which will provide information about his measured intelligence, work habits and motivation to succeed. During the Head Start year, this will involve approximately six hours of testing per child.

2) We ask permission to work with you and your child in two ways. At the beginning and end of the Head Start year we will ask you to meet with a member of our staff for a one-hour interview dealing with your family and the Head Start program. We also will ask you and your child to participate in a play task with one of our staff members. Participation in either or both of these activities is entirely voluntary, and is not required to enable your child to participate in the other parts of our evaluation. This will involve approximately four hours altogether.

3) We ask permission to give your child some simple tests of learning, and to work with him during the year to help him to learn new and special skills. This will involve approximately ten hours per child.

4) We ask permission to observe your child in the classroom. This will not, in any way, require extra effort on anyone's part in the classroom except the observers.

Later in the year, we will be asking some parents to permit us to work with their children in special ways to help us to learn more about how children learn to adjust to preschool programs. If your child is selected to participate in this part of our evaluation, we will describe the program in which your child would participate, and ask for your permission to work with him and his teacher at that time.

All of the work carried out with your child will be done by thoroughly trained members of the staff of the University of Kansas Head Start Evaluation and Research Center. These individuals are employed through the Department of Human Development by the University of Kansas, Lawrence, Kansas, and are under full, professional supervision.

The information gathered on individual children always will be protected. It will be used only by specialists in early childhood education, who always will protect the identity of your child and respect the privacy of you and your family. Every safeguard available to us will be used to maintain the confidential nature of all information that we collect.

Our only interest is in learning all that we can to develop programs for young children that will help them to lead happy and successful lives. We ask that you help us to meet this goal.

If you are willing to have your child participate in this effort, we ask that you sign this form in the space below,

I hereby give my permission for my child _____ to participate in the University of Kansas Head Start evaluation program described above.

_____
(signature)

The University of Kansas Head Start Evaluation and Research Center
Department of Human Development
14 Carruth-O'Leary, Lawrence, Kansas 66044
Area Code 913 UN4-3954

CONSENT FOR TESTING 1968-1969

Individual Form

The class in which your child is enrolled has been selected as a sample class for the national evaluation of Project Head Start. Your child may be selected as one who will participate in an evaluation of the effectiveness of the Head Start program. In this case, we would like your permission to administer certain tests which are a part of the national evaluation. All tests will be given by professionally qualified people, and none will endanger your child's safety or welfare. All individual test scores are confidential and will be analyzed with other scores in an effort to learn more about the Head Start program. Your cooperation will be greatly appreciated, since this is very important in planning the future of the national Head Start program.

You may indicate your permission to include your child in the national evaluation program by signing below:

I have no objection to the administration of tests to my child, _____, as a part
(child's name)
of the national Head Start evaluation program.

_____
(Parent's signature)

VI

DEVIATIONS FROM GUIDELINES

DEVIATIONS FROM GUIDELINES - 1968-69

Stanford-Binet	None
WPSSI - Animal House	None
Revised Preschool Inventory	None
Gumpgookie	None
Birch	None
Sociometric	None
Factors Affecting Test Performance	Added South Carolina list on Post
Post Program Teacher Inventory	None
Administrative Checklist	None
OSCI	Two OSCI observations done in December
Post Observation Inventory	None
Teacher Staff Characteristics	None
Child Characteristics	None
Class Description	None
Height, Weight, Blood	Not Administered
Census Forms	None
Family Interview	See General Comments section

Etch-a-Sketch	Not administered
Observer's Report on the Class	None

General Comments:

1. All class members were included in the study rather than just sample eligible ones. The justification for this lies mainly in the fact that the type of intervention program which Kansas undertook could be described most effectively by the utilization of entire classes. Class descriptions maximized treatment effects (intervention) as well as obtaining necessary SIO data on the complete class.

2. It was not possible to maintain a six-month interval on all Parent Interviews. This was due to the lateness of some pre-interviews and the stipulation that all interviews had to be completed by 6 June 1969. Less than ten interviews were under twenty-four weeks on a pre - post basis.

3. Two control classes were not pretested until the twelfth week of center operation. This was due to the necessity for a resubmission of the original proposal as well as the Research and Experiments Committee being quite negligent in taking any action on this new proposal.

4. See section on Critique of Instruments for additional comments.

5. Two forms which were utilized for consent for evaluation are included. One form is for permission for the child to be tested and the other form is to obtain permission for interviewing the mother.

VII

STAFF EVALUATION TRAINING AND DEVELOPMENT

STAFF EVALUATION TRAINING AND DEVELOPMENT

General Comments

1. Re-scoring of all instruments by different testers.

2. Discussion of all instruments with questions resolved to the best of our ability.

3. Practice sessions with all instruments with other testers as Ss.

4. Overall, the staff was better prepared for evaluation than in 1966-67 or 1967-68 National Evaluation years.

Stanford-Binet, Birch, Factors Affecting Test Performance

1. Two weeks of intensive training regarding Binet. Each new examiner administered ten Binets under supervision to preschool children. Old examiners administered one Binet under supervision.

2. Critique of each Binet by Evaluation Supervisor. Other trainees observed and scored each Binet simultaneously from observation booths as each supervised test was given.

3. Birch response was added into the end of the Binet training--spent two days acquiring familiarity with Birch.

4. Birch reliability figures were 98.4 percent, 95 percent, 93 percent, 90 percent, 93 percent, and 93 percent between observers.

5. Spent one observational session on Factors Affecting Test Performance. Reliability figures were 100 percent, 100 percent, 100 percent, 100 percent and 95 percent.

Gumpgookie

1. Each tester was given a critique of the Gumpgookie written by the Evaluation Coordinator. This was an attempt to summarize the forty pages of the Final Report into six meaningful pages.

2. Practice administration - 1/2 day.

3. One Gumpgookie under supervision with critique afterwards.

4. Our position on the instrument has been forwarded to Hawaii on three different occasions.

5. Took the twenty-seven item Gumpgookie test (?) in February. Our staff people ranged from 5-20, $\bar{X}$ 10.87 on this tongue-in-check assessment.

PSI, Animal House

1. Familiarity and training with the instruments.

2. Each tester administered two PSI, Animal Houses under supervision with individual critiques afterwards.

OSCI

1. Two days spent reading and discussing the manual.

2. Three days (both morning and afternoon at the expense of Evaluation) were spent actually doing practice OSCI.

3. UCLA trainers were present for three days.

4. Reliability achieved by all five staff people (.75 - .85).

5. Posttest I - (.90 - .97).

6. January OSCI Test - (.85 - .92).

7. March OSCI Test - (.89 - .92).

POT

1. Read the manual.

2. Took under advisement the answers to the October 11 memorandum from Syracuse.

3. No reliability attempted.

Parent Interview

1. In October two days were spent with Bradley Blanton who was responsible for training. The female staff members and the Evaluation Coordinator listened to his lecture, discussed the instrument and gave each other trial interviews.

2. On the second day the trainees gave trial interviews to one mother each. The mothers were paid $1.50 each for cooperating.

3. The trial sessions with the mothers were taped and later played back for the group in training. During the play-backs the staff members scored the interview form and compared their results thus assuring reliability in scoring.

4. During the second training period in March the trainer discussed the post interview changes with our experienced staff members and went through it completely with a new staff member. The new staff member then gave the interview to the others present.

5. Kansas used cassette type tape recorders to insure quality control. Approximately eighty percent of the interviews (pre and post) were taped. The advantages of this procedure were twofold, not only was the Examining Coordinator able to check on proper administration of the interview but the taping allowed for each open-ended question to be coded and transcribed verbatim.

Sociometric

1. All are familiar with the camera and the manual.

2. No specific quality control procedures other than rechecking answers.

SIO

1. Three weeks of intensive training.

2. All our people achieved reliability as established by our center.

PPIWT

1. Dr. Ann O'Keefe was responsible for training on this instrument.

2. One and one half days were spent on this instrument in March, 1969.

3. Training consisted of discussion and a demonstration of the instrument.

VIII

CRITIQUE OF THE INSTRUMENTS

STANFORD BINET

Any valid criticisms of the Binet have probably been used before now. We have used it for three years and have found that it is an acceptable cognitive measure for assessing gains made in Head Start programs, especially those of a verbal nature. But as a measure of intelligence it does not appear as reliable as one would desire.

INVENTORY OF TEST FACTORS

With the addition of the South Carolina list, physical conditions surrounding the test situation seemed to be well described. However we object to the subjective judgments required of the examiners. The difference between a "3" and a "4", (or even a "2" and a "4") on this scale is hard to distinguish. We attempted to establish reliability on this instrument during fall training with moderate success. Specific definitions would result in higher reliability on scale categories 3, 4 and 5.

Suggestions for implementing "test conditions" items:

12. Adequate physical environment	0 1 2 3 4 5	A. Space--too crowded
	0 1 2 3 4 5	B. Seating--chair or table improper size
	0 1 2 3 4 5	C. Climate--too hot, too cold
	0 1 2 3 4 5	D. Lighting--poor
13. Interruptions	0 1 2 3 4 5	A. By child--sick, toileting, avoiding testing
	0 1 2 3 4 5	B. By testor--lack of rapport
	0 1 2 3 4 5	C. By others--lack of privacy
14. Handicaps of subject	0 1 2 3 4 5	A. Auditory
	0 1 2 3 4 5	B. Visual
	0 1 2 3 4 5	C. Physical--C.P., arm injury, leg injury, hand injury
	0 1 2 3 4 5	D. Speech a. nonverbal b. unintelligible c. impediment

PARENT INTERVIEW

In general we received a good response to the interview. The parents were cooperative and appeared to take no offense when we asked them personal questions. The interview was clear-cut and concise and provided an accurate picture of the Head Start family.

However we encountered problems in asking questions about Educational Attitude and Mother-Child Interaction. The instructions for the mothers to express their feelings in terms of "yes" or "no" answers eliminate the possibility of dual or undecided opinions. The codes seem to reflect a preconceived notion that low-income people think in simple terms. We feel that when a mother indicates uncertainty the interviewer should not probe for a "yes" or "no" answer. One could gain a truer picture of a mother's feelings by accepting the first response.

Mother-child interaction questions actually have no value and should be eliminated. The questions do not reflect how a mother reacts to good and bad behavior. A mother may praise or punish in practice but is not intellectually able to grasp the concept and thus give misleading answers. Since a probe would be unwise, we recommend that the mothers should be asked to teach their children a task in the presence of the interviewer.

Regarding the tape recordings we made of the interviews, we think it was a beneficial practice. It was useful both for quality control and as a check for the responses to open-ended questions. We recommend that any future interviewing take advantage of these benefits.

BIRCH RESPONSE STYLE

On the surface the Birch seems to be an objective procedure for finding some of the factors affecting performance on the Binet. However we have two objections to the conditions under which we used it. We think the overtesting brought on by the Birch had a deleterious effect in the testing situation. In the 1968-69 sample, we needed more testing time than in any previous year. The mean testing time was about fifteen percent longer than during 1967-68 Binet testing. We are not aware of the effects placed upon children of this age by the additional time requirements of the Birch but we suspect that they are negative.

Our second objection to the Birch concerns its basic nature. By limiting the Birch response to only the last response, we discovered that much of the data reportedly gained by the Birch are lost. We feel that this defeats the purpose of the Birch. As with any other procedure which has been modified from its original intent, it is questionable how accurate Birch protocols can be that are derived by this method. One should either focus on a complete Birch or abandon it altogether. In the words of Dr. William Meyer: "It requires an extremely competent Binet examiner to do both a Binet and Birch, otherwise neither a good Binet or a good Birch protocol can be obtained."

OSCI

The developers of this observation procedure have done a good job of reducing the unreliability inherent in trying to watch everyone all the time. At least this way we had to watch everyone only part of the time. Another helpful feature was the concept of focusing on a discrete segment (taking a picture and recording it). This relieved the observers of the

frustration of keeping a constant eye on everything going on, not to mention the beneficial effect on reliability.

We do not think the attempt to get the teacher's planned curriculum was very successful. It was not clear to the teachers what was meant by curriculum. Often they put down only very general activities. Some sort of coded form would have been more useful and more quantifiable.

This instrument shows the result of a great deal of effort on UCLA's part to attend to and modify coding and categories of behavior. We would like to see them more in the direction of individual observation. The specific comments we made in the August 1968 Kansas report are still appropriate here (c.f. p. 188).

PSI

As a cognitive measure we consider this instrument the most appropriate one we have used with Head Start children. It is more sensitive to Head Start experience than others we have used for similar purposes. This, more than any other cognitive measure we have used, seems to get at those kinds of experiences (inputs) which can be termed "achievement" in the broadest sense of the term. The concepts learned as a result of Head Start experience seem to be reflected quite well by this instrument.

In administering the test we think unnecessary confusion exists in the instructions for coloring the circles, squares and triangles. It is not clear to the child which line he should choose for the desired shape. In fact, many times children thought they were being asked to draw the shape stated and then color it in.

We also question the acceptable answers for choosing the crayon representing the color of night (item 58). We do not see why purple is acceptable but blue is not, particularly because blue is darker than purple in both the crayon and the paper covering in the set recommended--Crayola Jumbo Washable Crayons Set No. 40. We suggest Sargent Large Size Drawing Crayons No. 22-0561 be considered. The wrappers have truer colors for distinguishing between blue and purple.

ANIMAL HOUSE

We like the idea of this instrument; it measures both cognitive and manual facility. But it is not appropriate for the age-group involved in Head Start. Most of the children did not follow the instructions given in the manual; they could put the right pegs in the holes as long as the examiner supervised, but when left on their own they often placed pegs at random.

In addition it seems that the test emphasizes speed more than accuracy. Random placement of pegs in a short time yields a higher score than a perfect score done over a five minute period of time.

SOCIOMETRIC

We liked the shortened form we used this year. We presume someone determined that it yielded as much information as the longer form of the test. This way it left less room for contradictory choices as the longer form did.

But we still think that children this age have only a fuzzy notion of preference. It is a transitory thing for them anyway. Today they may have one best friend and then find another one tomorrow. It is an imaginative effort, but we doubt that the concept is there to measure.

It was a particularly meaningless test in large classes of twenty-five to thirty where the children chose at random depending on whose picture was closest to them.

GUMPGOOKIE

This instrument was improved by the reduction from one hundred to fifty-five items. It helped both the testers and the children. The children were more attentive throughout the test and the testers had fewer sore throats.

Seldom has any instrument caused so much resistance--both by examiners and by subjects. Validity of the instrument has never been answered despite the vast amount of work done by Hawaii. If it had been a center option, Kansas never would have used this test. It purports to measure motivation in preschool children, but we are not sure that it does.

Though we commend Hawaii for its innovativeness in breaking "new horizons", we do not agree that a dichotomous situation, utilizing an amorphous creature entitled "gumpgookie", is the way to do it.

Item Analysis of Gumpgookies, A Test of Motivation to Achieve:

1. Appropriate

2. Appropriate

3. Inappropriate - writing not a three or four year old skill

4. Inappropriate - question on the understanding of the concept of "Good Looking" and especially the concept of "Smart"--some adults use "Smart" to mean "insolent".

5. Appropriate

6. Inappropriate - reading not a three or four year old skill

7. Question whether preschoolers have concept of "Forget". Perhaps "This one will do it. This one won't do it."

8. Inappropriate - question on the concept of "Well" as used in this context, "Well" can mean "not sick".

9. Inappropriate - question preschoolers understanding of "Working Hard Problems". It is not a preschool task to work problems on paper.

10. Inappropriate - question understanding of "winning" by three and four year olds.

11. "Studying" not appropriate to three and four year olds.

12. Question the appropriateness.

13. Appropriate.

14. Inappropriate - learning to read not skill introduced to most three and four year olds.

15. Questionable - "Trying to Write" better than item three which implied the ability to write.

16. Inappropriate - "Play" is the way most three and four year olds "Learn" so this discrimination unfair.

17. Inappropriate - see #3.

18. Appropriate.

19. Inappropriate - question if three's and four's understand real choice involved.

20. Task should be changed - "Painting" or "Block Building" would be better than written paper as the "work" which I already have designated as an inappropriate task.

21. Appropriate.

22. Appropriate.

23. Appropriate - although many times the opportunity to help "Before School Starts" doesn't exist, especially when children are bussed to school.

24. Inappropriate - questionable how the child identifies. For many preschoolers "Watching Children Play" is the way they learn. For many others, "Watching Grownups Work" is done to avoid contact with peers rather than motivation to be big.

25. Appropriate.

26. Appropriate - but task might be putting away blocks or some other "Clean-up" task.

27. Appropriate.

28. Inappropriate - preschoolers have limited exposure to meaning of high school and college. I had one subject say "This is a High School" as we looked out on tree leaves from the third floor window of a Church.

29. Appropriate.

30. Inappropriate - little understanding of "Did Poorly" maybe "Were bad" would carry the meaning better. Also not clear who did the spanking or where it was done - at home or school.

31. Inappropriate - children do not know what "Bothering" means. The picture could be interpreted as a friendly gesture equally as well. Perhaps "This Gumpgookie is hitting (pinching, or tickling) others.

32. Questionable - deprived children are frequently tired because of malnutrition or being kept up late rather than lack of desire to learn or boredom.

33. Appropriate.

34. Appropriate.

35. Appropriate - but feel the words "Some" could be changed to "A Few" and "More" changed to "Many More", "Many" or "Lots" of friends.

36. Inappropriate - doubt preschoolers realize the real choice involved. Doing one's "Best" is a competitive concept that is better understood on the primary level. Perhaps this wording - "This Gumpgookie never hits others. This Gumpgookie hits others when the teacher isn't looking."

37. Inappropriate - disagree with item and scoring - it perhaps implies that we should see some little good in everything but it seems to also imply we should not be critical or not express personal feelings - viewing art or listening to music should allow one to accept and reject in a manner unrelated to motivation.

38. Appropriate.

39. Appropriate.

40. Appropriate - although it is a value judgment.

41. Appropriate - although papers should more obviously look like "Art" than like a "Manuscript".

42. Questionable whether deprived children understand "Right" or "Wrong".

43. Wording - "Parents" may not be understood, suggest "Mother or Father"

44. Appropriate.

45. Appropriate.

46. Inappropriate - change task - like putting puzzle together.

47. Appropriate.

48. Inappropriate - question whether preschoolers understand concept involved.

49. Inappropriate to preschoolers - right or wrong school work applies to primary level tasks.

50. Appropriate.

51. Inappropriate - question whether preschoolers grasp this concept.

52. Questionable - not sure preschoolers grasp concept involved.

53. Question scoring and understanding of concept "Knows Enough". Not needing more knowledge is beyond my comprehension even on the Ph.D. level. Strange correlation.

54. Appropriate.

55. Miscoded - this assumes everyone lives in an ugly house or that no one is satisfied with what they have. One subject had just moved into a "prettier" house and so appropriately chose - "likes the house he lives in."

56. Question preschoolers understanding of "Waste of Time" and Worthwhile".

57. Question scoring - "Wanting to do Well" seems a stronger motivation factor than the subjective "I am doing well" as preschoolers do not have a clear idea of this - perhaps you are basing this on fact teacher tries to make all children feel they are doing well and are capable of achieving. Also "Well" to many preschoolers means "Not Sick".

58. Appropriate.

59. Appropriate.

60. Appropriate.

61. Appropriate for some - however children who are bussed home do not have opportunity for making decision on this question.

62. Wording is poor on this item. I question whether preschoolers see the real choice involved here. Perhaps instead of "This Gumpgookie does things well" you might use, "This Gumpgookie follows the rules" ("does things the right way", or "does good work").

63. Inappropriate - writing like the teacher is not a skill expected of preschoolers.

64. Wording - "Smart" frequently means "Insolent".

65. Inappropriate - many preschoolers do not know what "Recess" means as "Outdoor Play" is used more frequently. Also the teachers go outside with the children and the option of watching her paint or do other tasks is not available to them.

66. Appropriate.

67. Appropriate.

68. Appropriate.

69. Inappropriate - winning and losing are concepts few preschoolers have experienced as competitive games are not standard preschool activities.

70. Appropriate.

71. Wording - the word "Practice" is not understood by majority of preschoolers. Good illustration. You might change wording to "This one tries hard to hit the ball. This one gets mad if he misses the ball."

72. Inappropriate - again, competitive games with prizes are inappropriate for preschoolers.

73. Appropriate.

74. Inappropriate - for most neither choice is correct. Writing is not a skill expected for this age level. Perhaps appropriate if you change task. "These Gumpgookies could not climb on the top of the jungle gym" for example.

75. Appropriate.

76. Wording and scoring - perhaps you had high correlation on "Feeling O.K." because preschoolers have little concept of "Did Poorly" perhaps "This Gumpgookie knocked down someone's blockbuilding" would be more relevant.

77. Inappropriate task - preschool teachers do not write a schedule of activities for the children as most cannot read. Perhaps "The teacher put up a new picture on the wall" would be more appropriate.

78. Appropriate.

79. Inappropriate - preschoolers do not take "Tests" nor do they "Study" at home.

80. Wording - "Smarter" may be interpreted as "Insolent" by many. Also "Getting Tired" could be a realistic response by an undernourished child. Perhaps "These Gumpgookies are learning numbers (to count). This one thinks numbers (counting) is fun. This one thinks numbers (counting) is not fun. Think item 91 is better.

81. Inappropriate - doubtful that preschoolers have a clear idea of the "World", "Country", "King" or "Leader". Children like the illustration.

82. Appropriate.

83. Appropriate.

84. Appropriate.

85. Inappropriate - competitive games which are "Won" or "Lost" are not in most preschool curricula.

86. Appropriate.

87. Appropriate - but wording questionable "Well" could be changed to "to do good work".

88. Appropriate.

89. Appropriate.

90. Inappropriate - concept of "Pass" or "Fail" not understood by preschoolers.

91. Appropriate.

92. Appropriate.

93. Appropriate.

94. Appropriate - might substitute "Picture" for "Paper".

95. Appropriate - task might be "putting puzzles together".

96. Appropriate.

97. Inappropriate - spelling is not appropriate preschool curriculum.

98. Inappropriate - do not feel concept involved really comprehended by preschoolers.

99. Appropriate.

100. Appropriate.

This analysis is a staff opinion compiled by Mrs. Bonnie Flemming.

POT

We had real difficulty knowing what to do with this instrument. In the first place it is impossible to focus on the head teacher for one fourth of the time and expect to be able to answer the questions on what she did. Secondly, the observers are actively thinking about the OSCI recording variables and only incidentally thinking about the POT variables. Finally the variables are so vague that the rating one gave was more a function of the mood-of-the-moment and feeling-in-general than it was a function

Quality Control--Post Observation Teacher Rating Scale (POT):

	YES	NO
1. Did you receive the memo from this center concerning the rating alternative methods?	___	X
2. Did you receive the memo concerning the UCLA questions for specific items?	X	___
3. Is it possible for your center to use the visual scanning procedure and key punching as suggested?	X	___
4. Please specify the type of rating format your center is using, e.g., IBM sheets, your own format, other IBM		
5. Did you use specific training procedures for your observers to become familiar and reliable with the P.O.T.? If so, please specify.	___	X
6. How many P.O.T.'s were completed by each observer preliminary to the first (October) observation? None		
7. Do you think that the time spent for the OSCI is adequate for completing a P.O.T.?	X	___
8. Will the same observer do each OSCI and P.O.T. in the same class(es) over the year?	most	___
Or, will each observer record in different classes over the year?	few	___
9. Do the observers complete the P.O.T. as soon as the OSCI is done?	majority	a few

If not, and there is a delay in time, about how long do they wait before completing the P.O.T.?

1 - 3 hour delay on 2 or 3 observations. Travel and scheduling two P.O.T.'s (one A.M. and one P.M.) on same day where programs overlap were causes of delay.

10. What items (please specify) have provided the most difficulty for your observers? Please state the items as well as the difficulty.
10, 11, 12, 13, 16, 21, 22, 23 (underlined mentioned by more than one observer). General difficulty differentiating between choices on most items. Would be more confident if choices for items were more objectively defined (e.g. frequency in three hours). 6 - Is respect for child himself part of respect for family or does reference have to be directly about family or child's ethnic group? What is the frequency of occurrence in a three hour program to justify a 1 or 2 rating? This is observed so infrequently that it seems if it occurs once during an observation that a 1 or 2 rating should be given. 10 - Does a specific technique have to be operationally defined somewhere in the literature or can observer formulate based on observation. 16 - If a teacher uses a picture once during observation is this sufficient to code #1. 26 - The center facilities and resources form would answer (number of rooms and outdoor space available) this question as it is stated. When the P.O.T. is combined with OSCI we ask teacher to remain in the classroom. It seems more pertinent to ask to what extent she varies the environment (classroom) throughout the observation.

11. How did your center resolve these problems? Please specify.
We have not resolved these specific questions.

12. If any question(s) posed an unusual amount of concern, I would appreciate it if you would give a suggestion of how to rewrite the question, including the question itself, the rating alternatives, and an explanatory statement.
We do not have any great difficulty with the wording of questions, what bothers us is the lack of reliability inherent in the instrument. In addition the rating alternatives are too vague to do anything with them. If the scales for each item were defined quantitatively we might be able to decide more easily when something occurs frequently or infrequently. Some examples suggesting what words, phrases and references can be interpreted as suggesting respect for the children's families would be helpful. We think that more examples should accompany all of the items.

of actual observation. If anything is done with this instrument, it could be dangerously misleading unless it is interpreted very generally and loosely.

PPIWT

We recommend (and so do the teachers) that the Teacher Interview be shortened. In addition we feel that the answers were not as accurate as possible due to the repetitious nature of the form. A shortened, more specific form would obtain the teacher's knowledge of the program and opinions of themselves just as well and probably better.

The interviewers said that they had to expound at length on each question in both phases of the format because the questions were not clear. Coming at the end of the year, the interview consumed a considerable amount of the teacher's time which is at a premium at that time. It took an exorbitant amount of time if the teacher actually deliberated over each item, as many did.

We feel that two specific parts of the interview are confusing to the teachers: Structured, packaged materials and planned rewards. A list of names showing which packaged materials xxist and a more complete definition of planned rewards (beyond that found in Item 56, page 24) would help to alleviate this confusion. The teacher's interpretations of the nature of a planned system of rewards varied and they also had different opinions than those of the interviewers. One solution would involve a clear definition of systematic and contingent rewards with examples of each. By clarifying these items the teachers would be less likely to misinterpret the question or the methods involved and therefore answer it more accurately. This would render more objective data on these items.

TEACHER CHECKLIST

The teacher checklist is similar to the interview in that it presents a problem of definition of terms and therefore confusion in interpretation. Terms in section one (Program Fucus) and section three (Concepts of Teachers) cause the most confusion. As a general rule teachers checked "yes" when in doubt.

Vague terms in Section I - Program Focus:

d. teacher centered

f. Task-oriented

j. concept-oriented

Vague terms in Section III - Concepts of Teachers:

4. transmitter of culture

6. hypothesis tester or experimentalist

9. professional specialists

11. diagnostician

12. general professional

15. group process specialists

16. arranger of reinforcement contingencies.

ADMINISTRATIVE VARIABLES

We feel generally that the teachers were not the ones to ask about this phase of the Head Start program. In many cases the teachers did not know who was involved in an activity and were inclined to say that it was the Center Director when they did not know. A category of "don't know" would be helpful.